



SCHOOL BEHAVIOUR POLICY

Approved: September 2024
Review date: September 2025

AIMS AND EXPECTATIONS

At Southway we aim to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting a safe environment where everyone can live and work together in a supportive way we enable all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have behaviour expectations in place and the staff do not ignore unacceptable behaviour. Having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

By encouraging positive behaviour and explicitly teaching behaviour expectations, we promote strong relationships throughout the school built on trust and understanding. Through the use of this policy we support our children in developing a high level of individual and social responsibility. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

THE AIMS OF THE BEHAVIOUR POLICY ARE TO:

- Teach children to have high expectations of their own behaviour.
- To promote and encourage the school's four values of **Respect, Kindness, Resilience and Teamwork**.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self-regulation so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

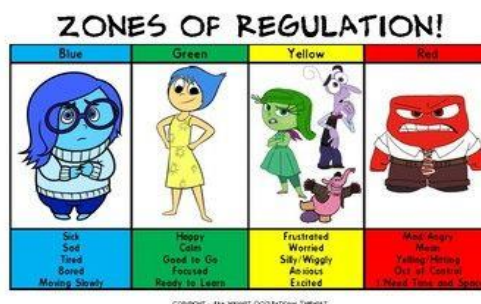




SETTING THE SCENE AT THE START OF THE YEAR

At the beginning of each academic year the behaviour expectation based on our 4 values (**Respect, Kindness, Resilience and Teamwork**) is revisited and discussed in classes. Alongside this, children also revisit our SMART E-safety code and read through the Acceptable Users Agreement together. All children are aware of who to speak to if they have a problem in the playground or in the classroom.

Zones of Regulation are used to help develop children's ability to be in the best possible place for learning by learning to self-regulate; identifying their emotional states and finding strategies to manage their emotions independently, building resilience and self-awareness. This may be further supported by our Learning Mentor.



VALUES VISIONARIES

The Values Visionaries are elected class representatives from Years 3 to 6. They are encouraged to support behaviour linked to our four Values (Respect, Resilience, Teamwork and Kindness) and also raise any potential behaviour/bullying or playground concerns. The Visionaries will help to formulate strategies to solve issues that may arise. The Values Visionaries are given dedicated time with their classmates to consult and meet together to feedback after these meetings.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The School Leadership Team will:

- Implement the school behaviour policy consistently throughout the school by setting and maintaining the behaviour culture and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour and subsequent actions
- Report to Governors, on the effectiveness of this policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents and carers when necessary to discuss any issues as they arise
- Induct new staff into the school's behaviour culture to ensure they understand rules and routines and revisit expectations regularly with all staff

All Staff will:

- Actively promote the school's four key values- **RESPECT, KINDNESS, RESILIENCE and TEAMWORK**
- Plan lessons that engage, challenge and meet the needs of all learners
- Give pupils opportunities to develop interpersonal and social skills
- Teach and model expected behaviour and build positive relationships
- Specifically praise the behaviour they want to see in the classroom
- Follow up every time and engage in reflective dialogue with learners

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- Never ignore or walk past learners who are making the wrong choice
- Make sure that pupils listen and are listened to and value others
- Teach pupils to make good choices about their behaviour (Zones of Regulation)
- Teach pupils to understand their rights and responsibilities as citizens in our society
- Use and update the behaviour log when necessary
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

Pupils will:

- Be made aware of the school behaviour standards, expectations, pastoral support and consequence processes
- Understand and follow the school behaviour expectation
- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Learn in an environment that is calm, safe and supportive
- Resolve disputes positively
- Value and take responsibility for their environment
- Be aware of their own emotions and actions and take responsibility for these
- Learn how to self-regulate using the Zones of Regulation where necessary

Parents, carers and families will:

- Support the school when reasonable sanctions to deal with the inappropriate behaviour of a child have been used
- Promote positive behaviour at home in order to have continuity between home and school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain contact the Year Group Leader. Should concerns still remain contact an Assistant Headteacher, followed by the Head Teacher. If necessary, the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on their child's emotional well-being

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher, about disciplinary issues so that she/he can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

MONITORING AND EVALUATING

- The effectiveness of this policy will be regularly monitored by the SLT
- The school will keep a record of all incidents and review incidents logged in Safeguarding Supervision Meetings

ONGOING INCIDENTS/VULNERABLE CHILDREN

Some children may have specific difficulties with behaviour in the same way as children have learning difficulties in other areas of the curriculum. Once these have been identified, advice and support is sought from the SENDco and an individual plan of action devised. We have a

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responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success. Preparation for life beyond primary school is an essential part of our role and it is important, therefore, that SEND is viewed as a communication of need, rather than an excuse – we aim to build personal responsibility within all of our pupils. Key staff work with the SENDco to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through ‘Assess, Plan, Do, Review’, which is a working document and is updated as necessary. Where needed, an individual risk assessment and behaviour contract are also developed. The school aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance. Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs. In these exceptional circumstances the academy will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the SENDco and Senior Leaders) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the school as well as daily feedback to the child regarding Behaviour programmes or modification strategies may be established in consultation with the SENDco Learning Mentor, or external agencies, together with parents/carers.

CHILD ON CHILD ABUSE

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Southway’s first priority. Our RSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

INTERNAL EXCLUSION

The Headteacher may need to consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom with a TA.

FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

As a result of more serious incidents, the Headteacher may find it necessary to give a pupil a fixed-term suspension for a set period of time, up to maximum of 45 days in one academic year. Following this term, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward. In consultation with the parents / carers, the SENDco may now explore a phased reintegration or consider the future needs of the pupil. A decision to suspend a pupil will be taken in response to a serious breach of the school’s behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Once the decision is taken, the Headteacher will inform the Chair of Governors.

A decision to exclude a child permanently is a serious one. It can be for a serious ‘one off’ incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the

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child and should normally be used as a last resort. All decisions to exclude a pupil will be lawful, reasonable and fair.

ANTI-BULLYING POLICY

Southway Junior School does not tolerate bullying of any kind (see the Anti- Bullying policy for our definition of what constitutes bullying). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

PUPIL'S CONDUCT OUTSIDE THE SCHOOL'S GATES

The behaviour expectation and associated sanctions identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any school-organised or school related activity. Where a child's behaviour has breached the school's expectations, the school will need to consider whether a child's participation in trips, cultural, sporting events and clubs is possible. If the school deems that child's behaviour has been sufficiently serious, it reserves the right to withdraw children from trips, on-site workshops, celebrations, participation in sporting events & clubs. In particular, representing the school on a sporting team is considered to be a privilege and children will not be allowed to take part if their behaviour in the period leading up to the event makes this inappropriate.

RESTRICTIVE PHYSICAL INTERVENTION

Occasionally, it may become necessary for a trained adult to use positive handling as a last resort to ensure the child and other children are safe. These incidents are logged in the Bound and Numbered Book in the Headteacher's office. Parents and carers will always be informed when this measure is used.

MOBILE PHONES

The use of mobile phones during the school day is prohibited. If a mobile device is brought into school, it is handed in to the class teacher at the start of the day and returned to the pupil at the end of the day. This policy is made clear to all children in the Acceptable Users Agreement.

SEARCHING, SCREENING AND CONFISCATION

In line with government guidance (2024), we want to ensure that all children, staff and visitors are safe from harm and threats of harm. Expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly.

The list of prohibited items includes: knives and weapons, stolen items, any article that the member of staff reasonably suspects has been, or is likely to be used: - to commit an offence, or - to cause personal injury to, or damage to property of; any person (including the pupil)

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APPENDIX 1 – Rewards and Sanctions

REWARDS

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable. All rewards will be consistently applied. Rewards and praise are used at all times to foster a positive, preventative behaviour management ethos; therefore, children are self-motivated to behave in a positive way and be their best, building lifelong learning skills.

- Public praise in the classroom, across the year group and at Year Group assemblies
- House points
- Weekly commendation awards
- Weekly 'Tea with Headteacher' for good work and good behaviour
- Displaying the children's work in the classroom to acknowledge their achievements
- Call in parents to show good work
- Telephone call or email to parents to discuss positive behaviours
- Values Awards, stickers and badges
- Headteacher / Assistant Headteachers/ SENDCo – children are selected to show good work
- Specific praise and double praise from adults
- Golden Awards for good work and behaviour leading to the presentation of certificates at a whole school assembly each half term





SANCTIONS

STAGE	Examples of behaviour	Possible sanctions	Comments
STAGE 1	Swinging on chairs Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time Ignoring instructions Silly noises Pushing in line	Quiet reminder Non-verbal signals (e.g. eye contact, pointing) Change of seating Name on board – after 3 warnings in a day move to Stage 2	Often praising good behaviour (e.g. 'Thank you to all of you who are walking sensibly.') has a positive effect on those not behaving.
STAGE 2	Persistent stage 1 behaviour Rudeness Affecting another pupil's learning Inappropriate remark to another pupil Minor challenge to authority Damaging school's/pupil's property Harmful or offensive name calling Spitting Swearing	Miss playtime either with class teacher or <i>designated supervised area</i> – child's behaviour log* (kept by YGL) to be filled in for child to reflect on their actions/behaviours Child may be sent to a member of the SLT *sanctions from stage 2 onwards must be logged on the server (spreadsheet)	Incidents to be recorded on *Behaviour Log on server Headteacher to check the log regularly and speak to children regularly logged about their choices.
STAGE 3	Persistent stage 2 behaviour Persistent swearing Physically harming another person Continued challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to other children	Sent to the Headteacher Telephone call to inform parents/carers Loss of playtimes and or lunchtime breaks Internal exclusion for a day – letter to parents Possible external suspension for a fixed term	Behaviour log to be filled in Parents informed if children are recorded 3 times or more per half term





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STAGE	Examples of behaviour	Possible sanctions	Comments
STAGE 4	Persistent stage 3 behaviour Bullying Fighting Violence Serious challenges to authority Racist, homophobic, discriminatory & sexist comments Inappropriate touching of another child or adult Child on Child abuse	Headteacher informed Meeting with parents Loss of playtimes for a fixed period Ban on representing the school and /or trips outside school – fixed period Internal exclusion for fixed period – letter to parents Possible fixed term suspension	Situation to be monitored by all staff and Headteacher, consider need for a behaviour plan or risk assessment regarding behaviour Logged
STAGE 5	Persistent stage 4 behaviour Persistent verbal abuse to a staff member Physical abuse towards a staff member Serious physical assault on another pupil	Internal exclusion for fixed period as decided by Headteacher – letter to parents Possible fixed term suspension	Logged Behaviour plan or if needed a behaviour risk assessment to be put in place
STAGE 6	Persistent stage 5 behaviour	Governor disciplinary sub-committee convened. Permanent exclusion from school considered.	

All the above sanctions are put in place at the discretion of the Headteacher and the context. The child's needs will be fully taken into account when sanctions are applied.

