



Good Behaviour Policy

Approved: September 2026

Review date: September 2027

At Southway Junior School, we believe that:

There are 3 main expectations for all adults and children to follow that will allow us all to thrive:

To be Ready, Respectful and Safe

1. Introduction

At Southway Junior School, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe, secure and valued. This Good Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Behaviour management is the responsibility of all staff at Southway and this policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.

We recognise that good behaviour is paramount in ensuring children achieve their best and that poor behaviour choices are often a response to other underlying issues or concerns a child has. We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations, we promote strong relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

2. Aims of the Policy

- To create a culture of exceptionally good behaviour: Ready for Learning and Ready for Life
- To promote the school's four values: **Respect, Kindness, Resilience and Teamwork**
- To be **Ready, Respectful and Safe**
- To ensure all children are treated fairly and shown respect
- To build trusting relationships notice children making good choices
- To promote self-respect and respect for others
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure children understand that sanctions will be taken if our expectations are not met
- To celebrate good behaviour



3. How we will achieve our aims:

- Build positive relationships and connections with all children at Southway, noticing children making good choices
- Teach the behaviours we want to see and regularly practice routines with the children
- Teach and reinforce relentless routines, including lining up, moving around the school, transition times, and stopping to listen.
- Keep parents informed of our school rules, our rewards and sanctions as appropriate
- Teach our pupils that their actions have consequences.
- Raise awareness of school rules and issues relating to behaviour towards others in assemblies and in RSHE lessons.
- Make sure that pupils listen and are listened to and value others
- Plan lessons that engage, challenge and meet the needs of all learners
- Never ignore or walk past learners who are making the wrong choice
- Deal with behaviour incidents in a consistent, calm and controlled way at all times
- Be relentlessly positive and praise the good choices made
- Use and update the behaviour log when necessary, including actions to take place
- Follow the Adult Consistencies (APPENDIX 4)

4. The Six Key Behaviour Management Principles at Southway

**Consistent
calm adult
behaviour**

**First attention
to good
behaviour**

**Relentless
routines**

**Understanding
why something
has happened**

**Scripting
conversations**

**Restorative
follow up**

4.1 At Southway Junior School, we aspire to demonstrate our four school values:

Southway's School Values

Respect

We treat others how we would like to be treated.
We listen carefully and speak kindly.
We follow adult instructions the first time.
We respect differences and personal space.

Kindness

We look after our school and everyone in it.
We take part in school life and try to make a positive difference.
We welcome new people and treat everyone kindly.

Teamwork

We are good team players by listening to others and sharing ideas.
We help and encourage our classmates.
We work together to solve problems calmly.
We take turns and include everyone.

Resilience

We keep going, even when things are tough.
We try again after we get things wrong.
We celebrate progress, not just perfection.
We take pride in completing what we start.





5. Setting the scene at the start of the year

At Southway we are: Ready, Respectful and Safe

At the beginning of each academic year the behaviour expectation **Ready, Respectful and Safe** is discussed with the children alongside our 4 school values

(Respect, Kindness, Resilience and Teamwork)

Ready Respectful Safe code: discussed with each new class, agreed collaboratively, and displayed in class.

Ready to learn – smart uniform, correct equipment, listening and following the instructions

Respectful – see the above code

Relentless routines are introduced (**Safe**) – legendary lining up, wonderful walking, how we stop, listen and communicate with each other in class

These class expectations are clear and taught so that all children know the expectations (make these clear on your code.)

Alongside this, children revisit our **SMART** code and read through the **Acceptable Users Agreement** together. (**Safe**)

All children are made aware of who to speak to if they have a problem in the playground or in the classroom. (**Safe**)

Discussions about **brain breaks** (without loss of learning), the appropriate use of **fidget tools**, **celebration assemblies**, **self-regulation**, **manners**, and **kindness** form part of classroom expectations and routines. (**Ready**)

Mindfulness Monday - a calm start to the week involving mindful colouring and opportunities for discussion and connection-building. (**Ready**)

Wellbeing Wednesday - opportunities for positive 'shout-outs', where children share successes and celebrate achievements with their peers (**Ready**)

Funky Friday - a celebration of the week's achievements through music, movement or shared outdoor activities (**Respectful**)

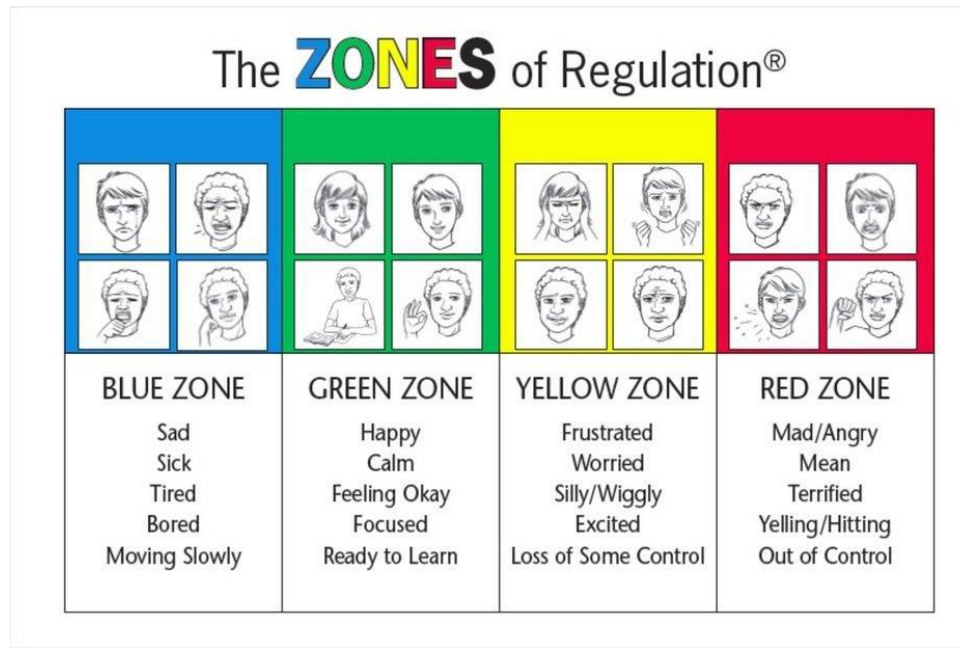
Zones of Regulation - recognising emotions in order to be in the best possible place for learning by learning to self-regulate; building resilience and self-awareness. (**Ready**)

Discuss when children might take a few moments at the **Regulation Station** — a calm, quiet space designed to help children develop self-regulation skills, reflect on their thoughts, feelings, and behaviours so that they can move towards the 'green zone' and be ready to learn. (**Ready**)

Introduce the **Worry Box**, providing children with a confidential way to express concerns. This supports emotional regulation and contributes to a positive learning environment. (**Ready**)

5.1 Zones of Regulation

We use a whole school approach to support and help children learn about, recognise and understand their emotions. This is based on the 'Zones of Regulation' by Leah M. Kuypers. By teaching the pupils about recognising when they are in different states called 'zones' with each of the four zones represented by a different colour, the pupils are able to learn strategies and use tools to stay in a zone or move from one to another. This in turn will help them to regulate their own emotions themselves, understanding that it can be a situation that is causing a difficulty and not the emotion itself. Pupils will have lessons within their timetables across the year that support and explore the zones and tools that can help them. When pupils are not making the best choices it can be supportive to recognise and discuss with them the zone they are in and remind them of the tools they have to help self-regulate.



6. Pupil Voice

The Values Visionaries are elected class representatives from Years 3 to 6. They are encouraged to support behaviour linked to our Ready Respectful Safe code and four values. They also raise any potential behaviour/bullying or playground concerns. The Visionaries 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.

7. Responding to Behaviour

7.1 Positive Recognition

Specific recognition and praise are used at all times to foster a positive ethos; therefore, children are self-motivated to behave in a positive way and be their best, building lifelong learning skills.

- Specific praise and double praise from adults - noticing Ready Respectful Safe behaviour
- House points
- Public praise in the classroom, across the year group and at Year Group assemblies
- Weekly reading, maths and commendation awards
- Weekly commendation awards: 'Tea with Mrs Smith' for good work and good behaviour
- Values Awards: stickers, certificates and badges
- Displaying children's work in the classroom to acknowledge achievements
- Call in parents to show good work
- Telephone calls or emails to parents to discuss positive behaviours
- 100 book challenge certificates and reading-raffle assemblies
- Headteacher / Assistant Headteachers / SENDCo – children selected to show good work
- Golden Awards for good work and behaviour, leading to the presentation of certificates at a whole school assembly each half term where families are also invited



7.2 Escalation of Sanctions

Learners are responsible for their behaviour choices and our learning culture promotes the opportunity to learn from mistakes. Staff will actively prevent and address behaviour incidents as they arise, without delegating, so that it can be dealt with quickly and effectively.

Sanctions are applied in a graduated way to ensure consistency and fairness. Staff use restorative approaches to support children in understanding the impact of their behaviour.

For more details on sanctions please see **APPENDIX 3**

- **Quiet Corrective reminder:** Subtle reminder of expectations; chance to self-correct.
- **Warning:** Clear verbal warning, chance to improve; short reflective conversation.
- **Last warning** may be given again giving them the opportunity to engage, reflect and improve
- **Quick chat:** 2-minute restorative conversation at the end of the lesson to consider natural consequences of their actions and make a plan for how to improve.
- **Time Out:** Time out might be a short time in a different part of the classroom or playground. Time out may require time away from the classroom in another class/with a LSA or in a calm space. This is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
- **Reflection Time:** Loss of some or all of playtime. Conversation and reflection sheet completed (appendix 6). The incident will be recorded on the behaviour log. Parents/carers contacted if a child has been on the log 2+ times in a half term.
 - **Time away from class** (Headteacher / Safeguarding Team): If children have been on the behaviour log 3+ times, and the Safeguarding Team agree an internal exclusion will help to correct behaviour moving forward, removal from class for a set amount of time. If behaviour is unsafe a child may need to be removed from class.
 - **Formal meeting** (Headteacher / Assistant Headteacher): Meeting with parents and behaviour support plan considered; SEND needs considered.
 - **Serious/persistent** (Headteacher/Assistant Headteacher): Direct parental contact; possible fixed-term suspension.
 - **Permanent exclusion** (Headteacher): Last resort in line with statutory guidance.

7.3 Consequences and Prohibited Items

Consequences will:

- a) Be linked to the behaviour and be proportionate to the action
- b) Make it clear that unacceptable behaviour affects others and is taken seriously
- c) Not apply to a whole group for the activities of individuals
- d) Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- e) Never involve taking away a previously earned reward
- f) Avoid any actions which lead to unnecessary shaming or humiliation of the child.
- g) Take into consideration the specific needs of the child when deciding appropriate next steps; we recognise that a one size fits all approach is not appropriate for our pupils.
- h) Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Please find below a table that outlines some examples of misbehaviours and serious misbehaviours that may warrant an immediate escalation.



Example misbehaviours	Serious misbehaviours (section 8 below) that may warrant immediate escalation can be defined as:
• Interrupting/calling out • Silly noises • Pushing in line • Swinging on chairs • Purposely off-task or ignoring instructions • Running inside the school building • Being in the wrong place at the wrong time • Affecting another pupil's learning • Minor challenge to authority • Talking in the classroom when the child should be listening to the teacher • Turning around and distracting others • Persistent attempts to distract others or themselves • Talking when in a 'legendary line' • Intentional rudeness • Inappropriate remark to another pupil (See Appendix 3 for full 'example behaviours')	• Repeated breaches of school rules • Any form of bullying (reported to DSL) • Persistent swearing • Stealing • Vandalism • Theft • Fighting/violence with the intention to harm • Defiance that becomes dangerous: serious challenge to authority • Possession of any prohibited items (see below) • Racist, sexist, homophobic or discriminatory behaviour and/or language (related to protected characteristics) • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

7.3.1 Prohibited Items

In accordance with Section 550ZA of the Education Act 1996 and DfE statutory guidance, bringing any of the following items onto school premises, on school transport, or during any school-organised activity is strictly prohibited:

- Knives, bladed items, or weapons (including replica or toy weapons capable of causing harm)
- Alcohol
- Illegal drugs or illicit substances
- Tobacco, cigarette papers, matches/lighters, and e-cigarettes/vapes
- Fireworks, pyrotechnics, or smoke bombs
- Pornographic images or inappropriate/explicit material (in physical or digital format)
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person, or cause damage to property

7.4 Restoration (Reflection) Time

The 'Restoration Time' is an opportunity for the child and the staff member to unpick what has happened, repair and to move forward.

It should be ideally done as close to the time of the incident as possible. Staff and children need to be calm to be ready to have the conversation. It may be helpful to 'Walk and Talk' rather than sit opposite each other. Keep the conversation brief and constructive. Using a selection of the following questions will help this:



An example of a script for a restorative conversation is:

I can see something has happened. Can you tell me about it?
Why did it happen?
How were you feeling at the time and why? (refer to the zones)
Who has been affected and how might they be feeling?
What needs to be done to make things right?
What will you do differently in the future?

Other sentence starters for de-escalation

I've noticed that you are in the zone
I'm here to listen and help you
Come with me and(find a space to chat)

The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidents of the same nature.

7.5 Process of a restorative de-brief

Establish an authentic connection. Ensure the child feels comfortable and supported.
Explore what happened. Allow them to tell their story. What situations, relationships and dynamics led to a reaction?
Support their story with non-judgmental accurate descriptions
Explore what people were thinking and feeling before, during and after the incident.
Identify who has been affected and how.
Consider how we can repair relationships.
Plan for a different response to the same experiences or feelings re-occurring.

8. Responding to more Serious Misbehaviour

8.1 Internal Exclusion

The Senior Leadership Team 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 Learning Support Assistant.

See 8.2 for further detail.

8.2 Removal from classrooms as a sanction/disciplinary event

In response to serious or persistent breaches of this policy, a pupil may be removed from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff, which may differ from their classroom. Removal from the classroom is a significant behaviour response and will only be used where necessary to restore calm, maintain safety or enable learning to continue. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour breaches the school's **Ready, Respectful and Safe** approach, thereby warranting removal.



Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Logging and Data Tracking

Every instance of classroom removal must be formally logged on CPOMs and the behaviour log by the staff member involved or SLT. The log must record:

- The specific circumstances, triggers, and reason for removal
- The precise duration, location, and supervising staff member
- The learning provided during the removal period
- Any restorative follow-up actions taken

Data is monitored by the Senior Leadership Team and Governors to analyse patterns, frequency, duration, and impact. This ensures removals are used proportionately and helps identify any potential unmet SEND or pastoral needs requiring additional support.

Parental Notification

Parents/carers will be notified that a child is removed from the classroom for serious misbehaviour. This communication will be completed by the class teacher or a member of the Senior Leadership Team to explain the incident, outline the support provided, and discuss next steps to ensure the pupil can successfully reintegrate into class and demonstrate our values of being Ready, Respectful, and Safe.

8.3 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 a 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. Once the decision is taken, the Headteacher will inform the Chair of Governors.

A decision to suspend a pupil will be taken in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

We follow the [DfE guidance](#) for suspension and permanent exclusions.

8.4 Preventative Interventions: Off-Site Direction and Managed Moves

Before considering permanent exclusion, the Headteacher may explore structured interventions in line with DfE statutory guidance:

- **Off-Site Direction:** A temporary placement at another educational setting or alternative provision to improve behaviour (under Section 29A Education Act 2002).



- **Managed Move:** A voluntary, planned transfer to another mainstream school arranged with full parental agreement.

8.5 Restrictive interventions, including use of reasonable force

From April 2026 the DfE released new statutory guidance about restrictive interventions and the use of reasonable force. Please see our Restrictive Interventions Policy for more detail.

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

8.6 Reasonable force

At Southway Junior, we are committed to keeping all children safe. Staff use a range of positive behaviour support strategies to help children regulate their emotions and make positive choices. On very rare occasions, physical intervention may be needed to prevent immediate harm or danger.

Reasonable force refers to the minimum amount of physical contact necessary, used for the shortest possible time, to keep everyone safe. The action taken will always depend on the individual circumstances.

All members of staff have a legal duty to act to protect children and may use reasonable force when necessary to prevent a child from:

- Hurting themselves or others.
- Causing serious damage to property.
- Putting themselves or others at risk.
- Causing serious disruption that could affect the safety and wellbeing of others.

When physical intervention is required, staff will:

- Always use it as a last resort, after other strategies have been tried.
- Use the least amount of force necessary and for the shortest possible time.
- Act in a way that maintains the safety, dignity, and wellbeing of everyone involved.
- Remain calm and continue to use de-escalation and supportive communication throughout the incident.
- Record and report the incident in line with school procedures, including writing a CPOMs behaviour log and completing a restrictive force report.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Physical intervention will never:

- Be used as a punishment.
- Be used in a way that restricts a child's breathing, airway, or circulation.
- Involve covering a child's nose or mouth or applying pressure to the neck, chest, back, or abdomen.
- Intentionally involve holding a child on the ground. If a child is unintentionally brought to the ground, staff will move to a safer position or release the hold as quickly as possible.

Whenever staff are considering the use of reasonable force, they will carefully take into account the child's individual needs and circumstances, including any Special Educational Needs and Disabilities (SEND), medical conditions, communication needs, sensory differences, or social, emotional, and mental health needs.

Our aim is always to support children in returning to a calm and regulated state, helping them to demonstrate our school values while ensuring that everyone remains safe.



8.7 Supervised Calming Spaces and Supported Regulation

At Southway Junior School, we recognise that some children may occasionally experience a high level of emotional distress or dysregulation and require additional adult support to help them regain a calm and regulated state.

On these rare occasions, a child may be supported in a supervised calm space, such as the Garden Room, Rainbow Room or another appropriate area within the school. This is a supportive safety measure designed to help the child regulate their emotions and return successfully to learning.

Pupils using a supervised calm space will remain under the direct supervision of a member of staff at all times. Children will never be locked in a room, prevented from leaving by a locked door, or left alone in an unsupervised space.

The use of a supervised calm space is not a punishment, sanction or consequence. It will only be used where it is necessary to:

- maintain the safety of the child or others;
- support a child who is experiencing significant distress or dysregulation;
- reduce the risk of harm; or
- provide a calm environment in which the child can regain self-regulation.

Staff will monitor the child and continue to offer reassurance, support and appropriate strategies to help the child regulate their emotions. As soon as it is safe and appropriate to do so, the child will be supported to return to learning or another suitable activity.

Following any significant incident, staff will work with the child to reflect on what happened, repair relationships where appropriate, identify any support required and help the child develop strategies for future success. Parents/carers will be informed where this forms part of a significant behaviour or safeguarding incident.

Our approach is rooted in understanding, care, and support, helping children develop the skills they need to demonstrate our school values, while ensuring that everyone remains safe.

8.8 Recording and Reporting Requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Significant de-escalation incidents or use of supervised calming spaces.
- Restraint incidents
- Use Bound and Numbered Book to record significant incidents involving force

Parents/carers will be informed as soon as reasonably practicable following any significant incident involving the use of force, restraint or a supervised calming space. The school will explain the circumstances, actions taken and support provided following the incident.

9. Recognising the Impact of SEND on Behaviour

At our school, we recognise that behaviour is a form of communication and that some pupils with Special Educational Needs and Disabilities (SEND) may experience barriers which affect their ability to consistently demonstrate our expectations of being **Ready, Respectful and Safe**. These challenges may arise from difficulties with communication and interaction, cognition and learning, social, emotional and mental health needs, or sensory and physical differences.



We are committed to understanding the underlying causes of behaviour and ensuring that pupils receive the support they need to succeed. Where behaviour concerns arise, staff will work closely with the SENDCo, pupils and families to identify any contributing factors, including undiagnosed learning needs, communication difficulties, sensory needs or mental health concerns.

We recognise our responsibility under the Equality Act 2010 to make reasonable adjustments for pupils with SEND. This may include adapting the learning environment, modifying curriculum expectations, providing additional support, teaching self-regulation strategies, and using personalised approaches to help pupils understand and meet our Ready, Respectful, Safe expectations. Our aim is to remove barriers to success while developing pupils' independence, resilience and personal responsibility in preparation for life beyond primary school.

Teaching staff work collaboratively with the SENDCo to ensure that behaviour support strategies are appropriate, proportionate and tailored to individual needs. These adjustments are recorded through the **Assess, Plan, Do, Review (APDR)** process and are reviewed regularly to ensure they remain effective. In some cases, an individual behaviour support plan, risk assessment or pastoral support plan may also be developed.

We believe that strong partnerships between home and school are essential in supporting positive behaviour and promoting successful outcomes. Parents/carers will be informed and involved whenever behaviour targets, strategies or support plans are agreed.

While all pupils are expected to demonstrate behaviour that is Ready, Respectful and Safe, we recognise that some pupils with SEND may require additional teaching, support and reasonable adjustments to achieve these expectations. In line with statutory guidance, we will always seek to understand and address unmet needs before considering sanctions and will endeavour to avoid suspension or exclusion wherever possible through proactive, inclusive and collaborative support.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour are:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces e.g. Regulation Stations, Garden Room and Rainbow Room where pupils can regulate their emotions during a moment of sensory overload

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management also forms part of continuing professional development.

11. Respect Towards Staff

We expect pupils to treat all adults with respect. Behaviour that is rude, aggressive, threatening or deliberately disrespectful towards staff will be addressed in line with this policy.

12. Discrimination towards protected characteristics

Southway Junior School is committed to fostering positive relationships, respect and understanding between all members of our school community. Through our curriculum, assemblies, values education and daily interactions, we actively promote respect for difference and challenge prejudice, stereotypes and discrimination.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation



Behaviour of this nature will be dealt with by a member of the school's senior leadership team, usually the Headteacher or Assistant Headteacher, who will fully investigate the incident. Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate.

The senior leader will make contact with the families of those involved and inform them of the incident and the outcome. The incident will be recorded on CPOMs. If this behaviour is repeated, then a follow up meeting with parents will be arranged to discuss the seriousness of the behaviour.

13. Pupils conduct outside the school gates

The expectations for behaviour set out in this policy apply both within and beyond the school premises. The school may apply consequences and sanctions, in accordance with this policy, when a pupil's behaviour falls below expectations outside school and the incident is witnessed by a member of staff or reported to the school.

This may include behaviour that occurs when a pupil:

- is travelling to or from school;
- is wearing school uniform or is otherwise identifiable as a pupil of the school;
- is taking part in a school-organised activity or a school-related activity; or
- is involved in conduct which could adversely affect the school community, regardless of the time or location of the incident.

The school may also respond to behaviour outside school where it:

- involves bullying, intimidation, harassment or abuse of another pupil, member of staff or member of the wider community;
- involves inappropriate use of online platforms, social media or other digital technology, including cyberbullying;
- poses a risk to the safety or wellbeing of another person;
- could have repercussions for the orderly running of the school; or
- could bring the school into disrepute.



Any response by the school will be reasonable, proportionate and take account of the age, needs and individual circumstances of the pupil.

14. Breaching School Expectations

Where a child's behaviour has breached the school's expectations, the school may need to consider whether a child's participation in trips, cultural, sporting events and clubs is possible. If the school deems that the 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 may not be allowed to take part if their behaviour in the period leading up to the event makes this inappropriate.

15. 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.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

16. Online Misbehaviour

Our behaviour expectations extend to pupils' online conduct. Pupils must use technology safely, respectfully and responsibly. Inappropriate online behaviour in or out of school will be addressed in line with this policy. At the beginning of each academic year, children are taught and agree to follow Southway's Acceptable Use Policy, which includes the SMART internet rules.

17. Anti-Bullying Policy

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person—physically, verbally, emotionally, or online. All alleged bullying concerns are taken seriously, recorded on CPOMS, investigated promptly, and followed by proportionate sanctions and support for both victim and perpetrator. Prevention is taught through PSHE, assemblies and class discussions; parents are involved where appropriate.



18. Mobile Phones in School

The use of mobile phones during the school day is prohibited. If a basic 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.

19. Searching Screening and Confiscation

In accordance with DfE statutory guidance and the Education Act 1996, Southway Junior School maintains a safe environment by ensuring prohibited items are kept off school grounds.

- **Searching Possessions:** The Headteacher, and authorised staff, have the statutory power to search pupils' belongings (such as bags, desks, or coats) if there are reasonable grounds to suspect they are carrying a prohibited item. Searches are conducted with care, respecting the child's dignity, by an authorized staff member in the presence of an adult witness. Staff will only ever search outer clothing (such as coats, jackets, hats, or gloves) and will **never** carry out intimate searches.
- **Parental Notification:** Parents/carers will **always be informed on the same day** if a formal search for a prohibited item has taken place.
- **Confiscation & Disposal:** Prohibited or unsafe items will be confiscated. Illegal or dangerous items will be passed to the police, while other unauthorized items will be safely stored for collection by a parent/carer.
- **Limits of Staff Powers:** Staff search powers are strictly limited to outer clothing, bags, and desks. School staff will never ask a child to remove inner clothing. If an extreme safety situation ever required a more detailed search, this would be handled exclusively by police officers following standard police procedures with parents informed.

19.1. Suspected Criminal Behaviour

Where a pupil's behaviour may constitute a criminal offence, the school will make an informed decision about whether police involvement is appropriate. The Headteacher and or the Safeguarding Team (DDSLs) will consider each incident on a case-by-case basis, taking into account:

- The age of the child
- The nature and seriousness of the incident
- Any safeguarding concerns
- The wishes and needs of any victim
- Whether the behaviour may be linked to SEND or other vulnerabilities

Where appropriate, the school will work alongside the police, children's services and other agencies. Safeguarding considerations will remain at the centre of all decision-making.

19.2. Malicious Allegations

Where a pupil is found to have knowingly made a false or malicious allegation against a member of staff or another pupil, the school will consider an appropriate response in line with this policy. Any such incident will be investigated



carefully and sensitively, taking account of the age and understanding of the child involved. Safeguarding procedures will be followed at all times.

20. Responsibilities

20.1. The Role of the Headteacher and Senior Leadership Team

Under Section 88 of the Education and Inspections Act 2006, this policy is determined and implemented by the Headteacher in accordance with the written Statement of Behaviour Principles established by the Governing Body. The Headteacher and Governors work collaboratively to ensure our behavioral standards are consistently applied, promote restorative practice, and fulfill all statutory safeguarding and equality duties across the school community.

- The SLT are responsible for consistently implementing the school behaviour policy
- The Headteacher reports to governors on the policy's effectiveness when requested.
- Ensuring the health, safety, and welfare of all children is a key duty of the Headteacher.
- The SLT supports staff by setting behavioural standards and assisting with policy implementation.
- All serious incidents of misbehaviour are recorded and monitored by the Headteacher.
- The Headteacher has authority to give fixed-term suspensions for serious misbehaviour and may permanently exclude pupils for repeated or serious anti-social behaviour, with notification to governors.

20.2. The Role of School Staff

All school staff must:

- Smile and be welcoming to all
- Meet and greet the children each day
- Refer to **Ready Respectful Safe** code
- Gather pupil voice (when appropriate) before applying the behaviour policy
- Deliberately and persistently catch children doing the right thing and praise them
- Develop positive relationships with all children
- Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Be a positive role model through the school values and creating an ethos of high expectations for all
- Follow and implement this policy consistently
- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership
- Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond
- Record behaviour incidents promptly following the school system



20.3. The Role of Children

- Consistently demonstrate the school values and contribute to a positive climate for learning by being Ready, Respectful and Safe, and by showing positive learning behaviours
- Be Ready, Respectful and Safe
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice
- Demonstrate and learn from mistakes in their ambition to demonstrate the school's four values of respect, resilience, kindness and teamwork

20.4. The Role of Parents/Carers

- Parents/carers are asked to read, sign, and support the home/school agreement. (APPENDIX 2)
- Southway works collaboratively with parents to ensure consistent behaviour messages at home and school.
- School rules are communicated through parent meetings and the school website.
- Parents are expected to support their child's learning and cooperate with the school, as outlined in the home-school agreement.
- A supportive dialogue between home and school is encouraged, with parents informed of any concerns about behaviour or welfare.
- Parents should support reasonable sanctions used by the school.
- If parents have concerns about treatment of their child, they should contact the class teacher, then the Year group Leader and then the Assistant Headteachers or Headteacher, and if unresolved, the school governors. A formal grievance or appeal process is available if necessary.

20.5. The Role of Governors

Support the school in the implementation the policy

- Give advice, when necessary, to the Headteacher about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

21. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff (February 2024)
- Searching, screening and confiscation: advice for schools (July 2022)
- Keeping Children Safe in Education (September 2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units (July 2026)
- Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Supporting pupils with medical conditions at school (December 2015)
- Special educational needs and disability (SEND) code of practice: 0 to 25 years (January 2015)
- Equality Act 2010: advice for schools (May 2014)

22. Monitoring and Evaluating



The effectiveness of this policy will be monitored regularly by the Senior Leadership Team and Governing Body.

The school will regularly review behaviour records, removals from classrooms, suspensions, discriminatory incidents, bullying concerns, restrictive interventions and safeguarding records to identify patterns and trends.

This information will be used to evaluate the effectiveness of the policy, identify any groups of pupils requiring additional support and ensure that behaviour systems remain fair, effective, inclusive and proportionate.

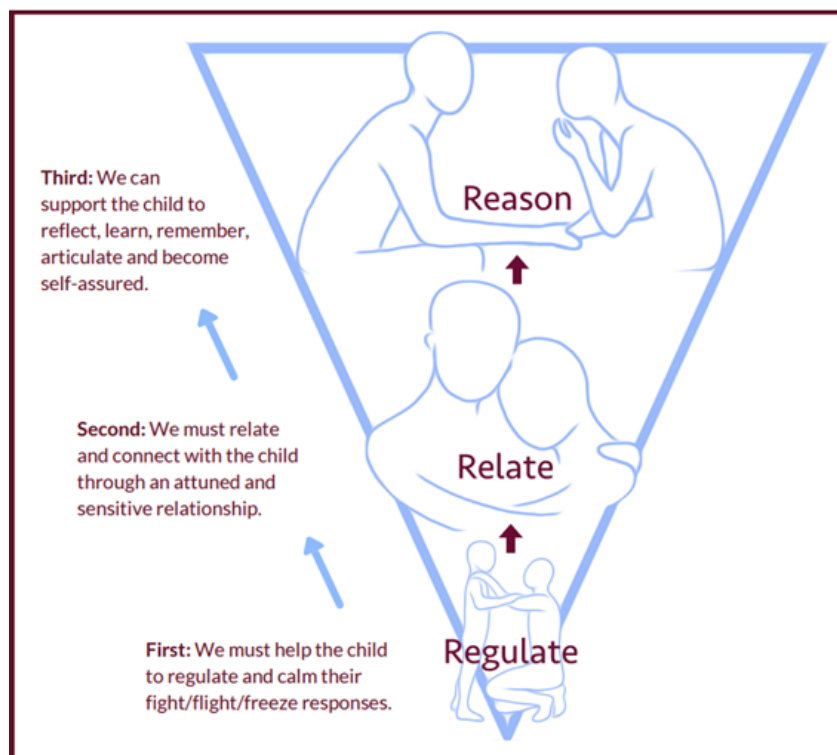
Appendix 1 Southway Learning Culture

Behaviour is a form of communication. Staff at Southway are trained to support children so that there is a culture of 'learning from one's mistakes'. All staff ensure that children feel valued, special and happy within our school context. Staff have a good understanding of all children's needs in their class and a global awareness of others within the school.

Staff support children to reflect, respect and respond to their emotions as part of the behaviours they are being presented with.

Informed by Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, staff help children to learn, think & reflect:

1. **REGULATE:** help the child to regulate & calm their flight/fight/freeze responses. How? Soothing but limited language, a safe space to go, stepping back and allowing them time to process.
2. **RELATE:** we need to connect with and relate to the child. How? Develop a calm, sensitive dialogue, acknowledging how they feel and how it is hard for them. "Wow, you must have felt really angry then. That must have been hard for you..."
3. **REASON:** we can support the child to **reflect**, learn, remember, articulate and self-regulate their emotions. How? Teach them the language of emotions, strategies for regulating them, use story to explore emotions and remind them of their safe places and safe people. This is explained in more detail below.





Appendix 2: Home School Agreement

HOME/SCHOOL AGREEMENT

At Southway Junior School we are **Ready, Respectful and Safe**

As Parents/Carers we will:

- Ensure that my child arrives at school on time at 8:35 am for registration at 8:45 am with all the equipment they need;
- See that my child attends school regularly and will notify the school on the first morning of any absence;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines for behaviour (see school website for relevant policies);
- Support my child's reading, homework and other opportunities for home learning;
- Attend Parents' Consultations and discussions about my child's progress;
- Be actively involved in my child's life at school and talk about being

Ready, Respectful and Safe.

The School will:

- Contact parents if there is a problem with attendance, punctuality or equipment;
- Let parents know about any concerns or problems that affect their child's work or behaviour;
- Help your child develop a sense of responsibility and be considerate of others;
- Send home an annual report on pupil's progress and attainment;
- Set and monitor home learning;
- Arrange Parents' Consultations during which progress will be discussed;
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.

As a Pupil I will try to:

- Follow the school rules be **Ready, Respectful and Safe**;
- Demonstrate the school values: **resilience, respect, kindness and teamwork**;
- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Wear my correct school uniform and be tidy in appearance;
- Do all my classwork and homework as well as I can;
- Be encouraging and polite to others;
- Respect others at school;
- Respect other people's property.



Appendix 3: Escalation of Sanctions

Example behaviours	Possible actions	Comments
• Interrupting/calling out • Silly noises • Pushing in line • Swinging on chairs • Purposely off-task or ignoring instructions • Running inside the school building • Being in the wrong place at the wrong time • Affecting another pupil's learning • Minor challenge to authority	Quiet Corrective reminder Subtle reminder of expectations; chance to self-correct. Could be use of non-verbal signals (e.g., eye contact) Quick restorative conversation where appropriate to encourage and correct behaviour positively.	Noticing and praising good behaviour (e.g., 'Thank you to all of you who are walking sensibly.') has a positive effect on those not behaving. Adaptations to policy are made for children on the SEN/disadvantaged registers. E.g., extra reminders, regulation etc. Verbal / coaching script conversation: • I noticed you chose to ... • This is a reminder that we need to... (refer to RRS or values) • At Southway, we... (describe positive behaviour choice)
Continued or repeated behaviours above	Warning Clear verbal warning, chance to improve; short reflective conversation. A last warning may be given again giving them the opportunity to engage, reflect and improve.	Verbal / coaching script conversation: • I noticed you chose to...(describe behaviour) • At Southway, we....because... (describe positive behaviour & why) • Do you remember when you (give example of previous positive behaviour) Repair: child encouraged to learn from mistake
Continued behaviours outlined above Or, first instance of: • Intentional rudeness • Inappropriate remark to another pupil	'Quick chat' Short restorative conversation at the end of the lesson to consider natural consequences of their actions and make a plan for how to improve. Remind the child of our Ready Respectful Safe Code and school values encouraging positive behaviour in future.	Reflective conversation: • I am here to help; how can I help... • I noticed you...we need to learn from our mistakes because... • Do you remember when you (give example of previous positive behaviour) • What changes can we/you make in the future? Repair: child encouraged to learn from mistake
Repeated continued behaviours outlined above	'Time Out' A short time in a different part of the classroom/playground. Time out may require time away from the classroom/playground, in a calm space, possibly with a LSA. This is time allowed to calm, breathe, look at the situation from a different perspective and compose themselves.	Reflective conversation: • We need to be Ready/Respectful/ Safe by...(describe) • At Southway, our values mean we... • Unfortunately, because of choosing to (say behavioural choices), we have to... • What changes can we/you make in the future? Repair: child encouraged to learn from mistake.



Repeated, continued behaviours outlined above Or, first instance of: • Inappropriate physical play • Intentionally physically harming another person • Damaging school's/pupil's property • Harmful/offensive name calling • Highly offensive remark to another child or adult • Spitting • Swearing • Stealing	Reflection Time Loss of some or all of playtime. Conversation and reflection sheet completed to promote learning culture. Recorded on the behaviour log. Parents/carers contacted if a child has been on the log 2+ times. Consequences of behaviour discussed... for others and then consequences for self. If a child has been put on the behavioural log 2+ times, parent/carers to be informed. Teacher to make contact. If a child has been put on the behaviour log 3+ times, teacher to speak with a member of the safeguarding team about next steps and the possibility of internal exclusion.	Reflective conversation: • We need to be Ready/Respectful/ Safe by...(describe) • At Southway, our values mean we... • As a consequence, you will need to... Reflection Sheet to be completed: • What has happened? • Why did it happen? • How were you feeling at the time? • Who has been affected? How might they be feeling? • What needs to be done to make things right? • What I will do differently in the future Repair: child encouraged to learn from mistake Should a child have had 3+ 'reflections', the safeguarding team to decide the length and whether an exclusion period is appropriate. Parents/carers to be notified.
3+ times on the behaviour log (Safeguarding Team to decide) Or, first instance of: • Fighting • Violence • Child-on-child abuse • Bullying • Serious challenges to authority • Racist, homophobic, discriminatory & sexist comments (related to protected characteristics) • Inappropriate touching of another child or adult	Time away from class / Internal Exclusion (Headteacher / Safeguarding Team) If a child has been on the behaviour log 3+ times, and the Safeguarding Team agree an internal exclusion will help to correct behaviour moving forward, removal from class for a set amount of time. Parents informed by class teacher or SLT. Logged by a Safeguarding Team member on the behaviour log as an internal exclusion. Also logged on the school's safeguarding records.	Reflective conversation with a safeguarding team member • We need to be Ready/Respectful/ Safe by...(describe) • At Southway, our values mean we... • As a consequence, you will need to... Reflection Sheet: • What has happened? • Why did it happen? • How were you feeling at the time? • Who has been affected? How might they be feeling? • What needs to be done to make things right? • What I will do differently in the future Agree strategies, goals, targets for the future.



Examples behaviours	Possible actions	Comments
Repeated, continued behaviours outlined above, despite interventions and opportunities to learn from mistakes	Formal Meeting (Headteacher / Assistant Headteacher) Internal exclusion for fixed period – parents informed Discussion with parents and behaviour support plan considered; SEND needs considered. Loss of playtimes for a fixed period. Potential removal of privilege: e.g., representing the school and /or trips outside school for a fixed period	Situation to be monitored by all staff and Headteacher; consider need for a behaviour plan or risk assessment regarding behaviour Safeguarding team will discuss, review and support the child Logged on behaviour log by Safeguarding Team member.
Repeated, continued behaviours outlined above, despite interventions and opportunities to learn from mistakes Or, first instance of: • Being a risk to themselves or others • Persistent verbal abuse to a staff member • Physical abuse towards a staff member • Serious physical assault on another pupil	Serious / Persistent (Headteacher / Assistant Headteacher) Direct parental contact; possible fixed-term suspension. External exclusion for fixed period as decided by Headteacher – letter to parents	Logged on behaviour log. Reported to stakeholders. Behaviour plan created, or if needed, a behaviour risk assessment to be put in place Reintegration meeting in place to discuss behaviour changes on return to school with parents/carers.
Last resort in line with statutory guidance.	Permanent Exclusion (Headteacher) Last resort in line with statutory guidance.	



Appendix 4: Adult Consistencies

Adult Consistencies at Southway		READY RESPECTFUL SAFE						
Promote the school's four key values - RESPECT, KINDNESS, RESILIENCE and TEAMWORK Be Ready, Respectful and Safe Relationships first Consistent calm and controlled at all times, give 'take up time' Teach relentless routines Give first attention to good behaviour Specifically praise the behaviour you want to see in the classroom Be relentlessly positive – high expectation for all Teach lessons that engage, challenge and meet the needs of all learners Never ignore or walk past learners who are making the wrong choice Teach pupils to follow relentless routines and make good choices about their behaviour Use a microscript and follow up with a restorative conversation		Positive Recognition Notice children doing the right thing Specific praise and double praise from adults Give House points Values Awards: stickers, certificates and badges Weekly reading, maths and commendation awards Weekly commendation awards: 'Tea' for good work and good behaviour Call/speak/emails to parents to show good work and celebrate successes Telephone calls or emails to parents to discuss positive behaviours Send children to other staff members to show and celebrate good work Golden / Reading / Writing / Maths / Times Tables Awards						
Microscripts I've noticed that you are in the zone I'm here to help and listen to you. Let's chat about what's happened... At Southway, we are ready, respectful and safe Can you remember when you (did something positive or made a good choice etc) your teacher said.... I expect you to because Thank you for listening.... It's okay to have make mistakes; we learn from our mistakes.		The Six Key Behaviour Management Principles at Southway <table border="1"> <tr> <td>Consistent calm adult behaviour</td> <td>First attention to good behaviour</td> <td>Relentless routines</td> </tr> <tr> <td>Understanding why something has happened</td> <td>Scripting conversations</td> <td>Restorative follow up</td> </tr> </table>	Consistent calm adult behaviour	First attention to good behaviour	Relentless routines	Understanding why something has happened	Scripting conversations	Restorative follow up
Consistent calm adult behaviour	First attention to good behaviour	Relentless routines						
Understanding why something has happened	Scripting conversations	Restorative follow up						
Sanctions Quiet Reminder to correct behaviour Verbal warning Last chance (microscript) Quick chat Timeout to regulate Reflection Time Restorative conversation	Restorative Conversations 1. What has happened? 2. Why did it happen? 3. How were you feeling at the time and why? 4. Who has been affected and how might they be feeling? 5. What needs to be done to make things right? 6. What will you do differently in the future?							

Appendix 5: Values Code

Southway's School Values

Respect We treat others how we would like to be treated. We listen carefully and speak kindly. We follow adult instructions the first time. We respect differences and personal space.	Kindness We look after our school and everyone in it. We take part in school life and try to make a positive difference. We welcome new people and treat everyone kindly.
Teamwork We are good team players by listening to others and sharing ideas. We help and encourage our classmates. We work together to solve problems calmly. We take turns and include everyone.	Resilience We keep going, even when things are tough. We try again after we get things wrong. We celebrate progress, not just perfection. We take pride in completing what we start.

Appendix 6: Behaviour Reflection Cards

Reflection (Thinking) Card

Name: _____
Date: _____
Class: _____



1. What's happened and why?

2. Who did it happen to? What might they feel?

3. What will I do in future? What have I learned.

BLUE	GREEN	YELLOW	RED
			

Reflection (Thinking) Card

Name: _____
Date: _____
Class: _____



1. What's happened?

4. Who has been affected?
How might they be feeling?

2. Why did it happen?

5. What needs to be done to make things right?

3. How were you feeling at the time and why?

6. What I will do differently in the future.

BLUE	GREEN	YELLOW	RED
			