



SCHOOL BEHAVIOUR POLICY

Approved: September 2025
Review date: September 2026

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 and foster pupils' ability to become resilient, life-long learners. High standards and positive reinforcement are key to encouraging good behaviour. Our behaviour policy is designed to promote positive conduct and a focused approach to learning, be it as part of a team or when working independently. We set clear expectations, model respectful behaviour, and consistently address issues when they arise.

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 deter negative behaviour.

THE AIMS OF THE BEHAVIOUR POLICY ARE TO:

- Ensure all pupils feel safe and secure
- To encourage a calm and purposeful atmosphere and learning environment.
- To promote the school's four values:
Respect, Kindness, Resilience and Teamwork.
- To have a consistent approach to behaviour agreed across the whole school community.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour.
- To encourage increasing independence and self-regulation so that each member of the school community learns to accept responsibility for their own learning and behaviour.



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.

Learning and achieving together





Alongside this, children also revisit our **SMART E-safety** code and read through the **Acceptable Users Agreement** together.

Southway's School Values	
Respect Listen to each other Have good manners Follow instructions given to you Look after our school	Kindness Treat others how you want to be treated Help someone if they are hurt Have empathy: be supportive to our friends
Teamwork Encourage and be supportive Be fair and communicate Include others in your game	Resilience Keep practising even if it is hard at first If you are stuck – use resources to help Never give up It is ok to make mistakes – learn from them

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad, Angry Mean Yelling/Howling Out of Control Head Throb and Spicy

All children are made 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.

Each class has access to a 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.

Each classroom includes a Worry Box, providing children with a confidential way to express concerns. This supports emotional regulation and contributes to a positive learning environment.

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 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

Learning and achieving together





Headteacher: Mrs V Smith

- Analyse behaviour incidents termly and look for trends
- Support and guide children who may need specialist intervention and extra support
- 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:

- Build positive relationships with all children noticing children making good choices
- Actively promote the school's four key values- **RESPECT, KINDNESS, RESILIENCE and TEAMWORK**
- Teach pupils to make good choices about their behaviour
- Refer to the Zones of Regulation to help children to self-regulate
- 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
- Specifically praise the behaviour they want to see in the classroom
- Follow up with children every time and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making the wrong choice
- Make sure that pupils listen and are listened to and value others
- Deal with behaviour incidents in a consistent, calm and controlled way at all times
- Be relentlessly positive
- Teach pupils to understand their rights and responsibilities as citizens in our society
- Use and update the behaviour log when necessary, including actions to take place
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Follow the Adult Consistencies (appendix 1)

Pupils will:

- Be taught about the Southway behaviour standards, expectations, support and consequences
- Actively promote the school's four key values- **RESPECT, KINDNESS, RESILIENCE and TEAMWORK**
- Understand and follow the school behaviour expectation
- Respect and care for others
- Treat others how they would want to be treated
- 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

Learning and achieving together





Parents, carers and families will:

- 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
- 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
- Contact the Year Group Leader should concerns still remain unresolved by their child's class teacher. If further support is required, parents/carers can contact an Assistant Headteacher, followed by the Headteacher.

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 they 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

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:

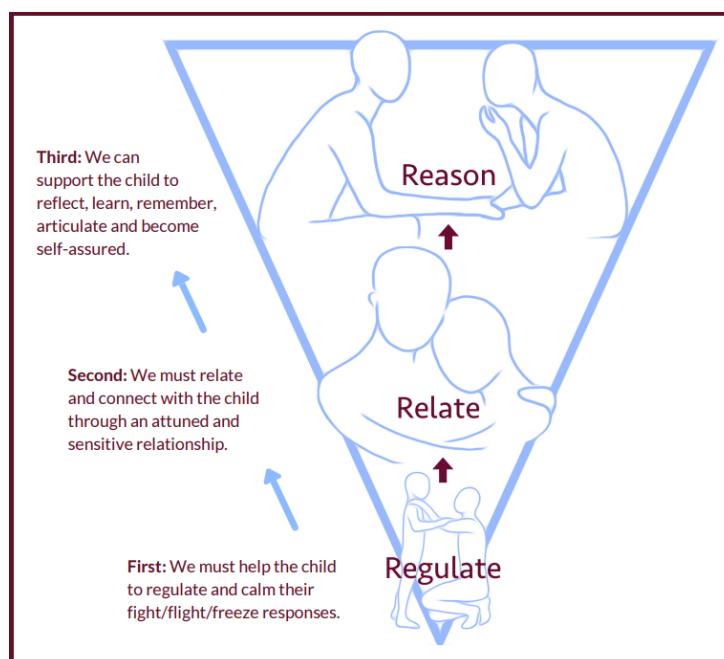
1. **REGULATE:** help the child to regulate & calm their flight/fight/freeze responses. How? Soothing but limited language, a safe space to go, stepping back and allowing them time to process.
2. **RELATE:** we need to connect with and relate to the child. How? Develop a calm, sensitive dialogue, acknowledging 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..."

Learning and achieving together





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.



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 will be sought from the SENDco and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support all children in experiencing success. Preparation for life beyond primary school is an essential part of our role and it is important, therefore, that we aim to build personal responsibility within all of our pupils. Teaching 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. In some cases, 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 school 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.

On the Playground

Playtimes are a vital part of the school day, offering children the chance to relax, have fun, and build friendships. They also provide valuable opportunities for children to learn from their experiences, including how to manage emotions, resolve conflicts, and make positive behaviour choices. At Southway, we recognise the importance of these moments and support children in developing social and emotional skills through positive guidance and structured support.

Playground Supervisors use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively, e.g.: coaching and listening to children during times of relationship conflict; inviting the child to walk around with them to calm down; listening to the child to find out about any difficulties; gently reminding children who are beginning to play rough to choose kindness.

Staff are trained to use the school's Adult Consistencies Toolkit to support positive, responsible playtimes, where children can enjoy themselves while developing important social skills. This allows children to receive a consistent, coherent and positive approach that aligns with the school's behaviour policy.

Some children who find playtimes too difficult to manage may attend Lunch Club for part of their playtimes to enable a successful time outside.

Steps to be taken when dealing with poor behaviour on the playground:

- **Quiet reminder** - how to play game and/or speak kindly to each other, refer to our values **RESPECT, KINDNESS, RESILIENCE and TEAMWORK**
- **Warning** – clear warning with encouragement to make a good choice
- **Regulation Time** - Invited to walk round with an adult, talking positively to them about good choices or spend some time in a quiet area
- **Last chance** – engage and reflect possible directed Time Out for calming down
- **Restorative Conversation** – reflection on the incident if the right time to do so
- **Report** to class teacher for support and to decide next steps should a situation need to be further resolved

If behaviour poses a risk to others, time off the playground may be required. Staff are trained to act decisively, and apply the behaviour policy, should a child be a risk to themselves or others.

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

Learning and achieving together





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.

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.

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.

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 Teaching Assistant.

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

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 kept 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)





APPENDIX 1 – Positive Recognition and Sanctions

POSITIVE RECOGNITION

Teachers to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable. 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
- 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 their 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

STEPS FOR DEALING WITH POOR BEHAVIOUR

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 using the steps:

Quiet Reminder A quiet reminder of the expectation and how the child's behaviour is disrupting others and/or their learning. This might take the form of a 'look' across the room letting the child know the adult is monitoring them or a tap on the school values board identifying the need to be following, avoiding drawing attention in front of peers/others.

Warning A clear verbal warning delivered privately (if possible) making the child aware their behaviour is an issue. Encouragement is given for the child to improve their behaviour.

Last Chance Speak to the child and give them the opportunity to engage, reflect and rationalise. Adults listen to the child, encourage reflection and empower children so that they change their behaviour.

Repair (Stage 1 and above)

This is a quick restorative conversation to get the child to reflect on their behaviour so that they can adapt and meet Southway's high expectations.

Regulation Time If poor behaviour persists the child will have the option to regulate. This might be a short time at a regulation station or time in the quiet area. This will be an opportunity for a

Learning and achieving together





few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.

Guide	Examples of behaviour	Possible actions	Comments
(In class) Quiet Reminder, & Verbal Warning & Last Chance	Interrupting/calling out Silly noises Pushing in line Swinging on chairs Purposely Ignoring instructions Running inside the school building Being in the wrong place at the wrong time Off-task during lesson Minor challenge to authority Affecting another pupil's learning	Follow steps: Quiet reminder Warning Last chance Use of non-verbal signals (e.g. eye contact) Quick restorative conversation where appropriate	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.
Stage 1	Continued behaviours outlined above	As above & name noted; quick restorative conversation	Repair: child encouraged to learn from mistake
Stage 2	Persistent stage 1 behaviours Intentional rudeness Inappropriate remark to another pupil Inappropriate physical play Damaging school's/pupil's property Harmful or offensive name calling Spitting Swearing	Loss of a break/lunch Opportunity to reflect during a breaktime, either with class teacher or in a designated supervised area. Reflection card to be completed to promote the learning culture. Child may be spoken with by another staff member	Stage 2+ incidents must be logged on the Behaviour Log. Every half term, the behaviour log refreshes. Child's completed reflection to be kept by Year Group Leaders. DSLs to check the log regularly and speak to children regularly logged about their choices.
Stage 3	Persistent stage 2 behaviour Persistent swearing Intentionally physically harming another person Repeated refusal to do set task Highly offensive remark to another child Stealing	Loss of playtimes and or lunchtime breaks Reflection card completed to promote the learning culture Telephone call home Internal exclusion – length of time decided by DSL	Logged. Parents informed if children are recorded 2 times or more per half term Safeguarding team to decide the length and whether an exclusion period is appropriate, should a child be on the behaviour log more than 3 times in a half term.





Guide	Examples of behaviour	Possible actions	Comments
STAGE 4	Persistent stage 3 behaviour Child-on-child abuse Bullying Fighting Violence Serious challenges to authority Racist, homophobic, discriminatory & sexist comments (related to protected characteristics) Inappropriate touching of another child or adult	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 Safeguarding team will discuss, review and support the child Logged with actions
STAGE 5	Persistent stage 4 behaviour Risk to themselves and/or others 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 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
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.

