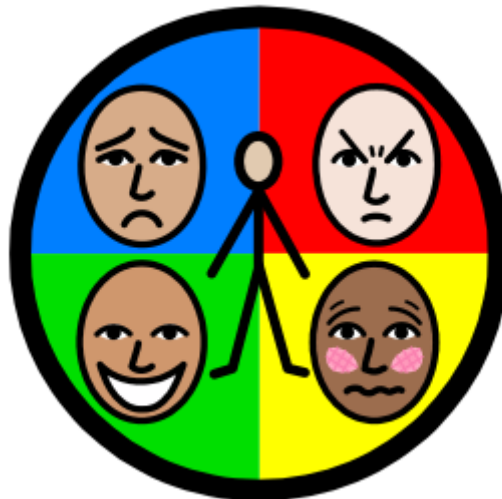


South Avenue Primary School



Behaviour Policy



Approved by:

Miss Cadwallader (Head of School)
Mr Savva (SENDCo)

Date: September 2024

Next review due by:

April 2026

Note: This behaviour policy is inspired by the principles of the Zones of Regulation, an emotional literacy program, which is embedded within the PSHE curriculum and the culture of the school from EYFS to Year 6.

1. Aims

This policy aims to:

- Create a positive culture that promotes positive relationships, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards that reflect the values of the school
- Outline the expectations and opportunities for growth
- Provide a consistent approach to support pupils to develop self-regulate
- Help children pursue positive relationships
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Head of Schools and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
 - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
 - [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Positive Relationships

Research on positive relationships emphasise the importance of communication patterns, emotional responsiveness, and positive interactions for relationship success. Additionally, studies on attachment theory underscore the significance of early childhood experiences and secure attachments in shaping later relationship dynamics and overall well-being.

To support this, all routines and expectations reflect the Zones of Regulation and school values throughout the school year (Listen, Encourage, Ambitious, Resilient & Respectful and Nurturing). The children, in our school, work hard and we want to give recognition to them for their efforts. Praising children regularly boosts their self-esteem and confidence and this, in turn, will help them learn.

4. Class Dojo



The class can gain Class Dojo points at any time of the day and work together to contribute towards a class reward. We have high expectations around the way we engage with each other and will only award points for high standards.

Dojos will not be given to children who do the expected behaviours e.g. looking at the teacher or putting their hand up when they should be anyway. Instead, we will be striving for opportunities for growth e.g. listening to each other in class during group work (Listening), trying something new for the

very first time (Ambitious), encouraging others take a part in an activity (Encourage), getting something wrong but trying again (Resilient), explaining the rules of a game to someone younger on the playground (Nurturing) or listening to each other's' point of view (Respect).

The Dojo's used in class cannot be taken away from the children as research shows that this is counter intuitive. The children that go above the expectations in the classroom will be rewarded with a special mention.

4. School Values and School Rules

At the heart of our Behaviour policy is are school values.

- Listening
- Ambitious
- Encourage
- Resilience and Respect
- Nurturing

Our schools' rules are:

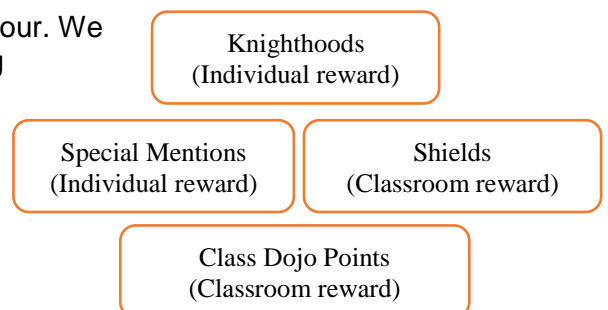
- Be Ready
- Be Safe
- Be Kind

The way these values are demonstrated may differ from one age group to another, therefore examples can be found under Appendix 2 specific to children in EYFS, KS1 and KS2.

5. Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Our rewards are:

- Knighthoods
- Special Mentions
- Shields
- Class Dojo Points



Across the school, there are 6 available shields, each one based on the school values. Shields are awarded to classes with the most Class Dojo points for each school value on Fridays. Once a pre-agreed number of shields are collected by a classroom a reward is awarded. Some of the classroom rewards previously chosen by our children include extra

playtime, iPad time, hot chocolate for the whole class, a class campfire with marshmallows and a movie afternoon.

6. Special Mentions

All classrooms have a special mention board in their classroom and their certificates are awarded and placed on the board for the week. On a Friday the class has a class celebration and the certificates are sent home to be shared with their families. This in turn rewards the children positively for their positive behaviour and gives children examples and role models that demonstrate positive behaviour. Many aspects of school life can be attached to these values and rules. For example, trying to improve your handwriting to earn a pen license (Ambitious), holding a door open for an adult (Respect) or helping a friend find a first aider on the playground because they fell down (Nurture).

7. Knighthoods

Knighthoods are very special at South Avenue Primary School. The children awarded our knighthoods are self-motivational, enthusiastic and strive to achieve all of our school values and rules. They demonstrate humility, hopefulness and actively try to bring about positive change in the school. This award can be nominated by any member of staff who has evidence that the above statement has been met alongside the school values being met to the best of the child's ability. It is a rare award to be given out but we do work with the children to demonstrate the behaviours that could trigger a nomination.

8. Response to Unacceptable Behaviour

Although rewards are central to the encouragement of positive behaviour there is a need for appropriate response to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Responses will only be applied when all the facts have been established, and their use will be characterised by certain features:

- A response should be personalised as to reasons for the dysregulated behaviour. Finding out why the behaviour has occurred is essential to helping the children understand the impact of their actions.
- Behaviour always has a trigger and must be seen as a form of communication.
- It must be clear why the response is being applied with consideration of intent.
- It must be made clear what changes in behaviour are required to avoid future responses.
- Group responses should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is addressed.
- There should be a clear distinction between minor and more serious behaviours.

9. Size of the Problem and Response

Depending on the seriousness of the behaviour, big and huge problems will be reported by staff to a member of the senior leadership team (SLT). The SLT must be informed immediately of incidents of bullying, racism, sexism, homophobic remarks. These incidents will also be recorded on CPOMS. The class teacher will inform parents unless it is a more serious behaviour which the SLT was investigating, in which case the SLT will inform parents.

As children settle into school, they may exhibit behaviour that can be categorised as a medium problem or a big problem. In these situations, a 'stage and not age' approach would be adopted to support children integrate into our school. A 'stage, not age' focuses on where students are in their development and learning processes rather than how old they are.

Responses to problems will be applied in the following order, but may be bypassed depending on the severity of the behaviour:

Size of Problem	Examples	Possible Response
Small Problem	Not paying attention in class	<p>Verbal Reminder</p> <p>Verbal Prompt</p> <p>Well-being check-in</p> <p>Prompt to utilise tools from the Zones of Regulation</p> <p>Restorative Practice</p>
Medium Problem	Shouting out in classrooms or corridors	<p>Praise another child who is doing the right thing and verbally express what we should be doing.</p> <p>Mention the child by name, as privately as possible, and explain what you have seen: '...I can see that you are shouting out, remember to put your hand up?'</p> <p>If the behaviour continues speak to the child in the classroom and explain that they have had a warning and the behaviour has continued and they will spend:</p> <ul style="list-style-type: none"> • Up to 5 minutes of reflecting time/restorative practice • Up to 10 minutes reflective time/restorative practice • Up to 10 minutes reflective time/restorative practice in a parallel classroom or with a phase leader
Big Problem	Fighting	<p>Reflective time with a phase leader for up to 20 minutes to talk about the behaviour and identify triggers. A restorative approach is used in this conversation. The school values are considered and strategies to support are identified.</p> <p>The class teacher/phase leader will inform parents.</p> <p>If it continues the following steps can be taken:</p> <ul style="list-style-type: none"> • Internal suspension when a child is based away from the classroom for a set time to complete work set by their teacher. A letter is sent home by a member of SLT. • Meeting with parents to discuss behaviour and consider triggers and tools/strategies to support the child. <p>Must be recorded on CPOMS and reported to the parents.</p>

Huge Problem	Extremely violent behaviour resulting in injury	<p>In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care, and not punishment.</p> <p>Huge problems may well lead to a fixed period of suspension or permanent exclusion. When deciding to suspend a pupil, all the facts and context of the problem will be considered.</p>
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10. Restorative Practices

Restorative practices focus on increasing children reflection, communication, community building, and making amends. Restorative practices and mindsets focus on supporting students as they accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills. This inclusive approach deepens relationships by asking students to consider how they impact the school and participate in reflective conversations with teachers and peers. These relationships can buffer future stress, support the ongoing healthy development of the student, and provide positive models for students as they seek to change their behaviour and contribute to their school community.

Not Restorative Example	<p>Marcus: (shouts out answer without raising hand) It's 22! Duh!</p> <p>Teacher: Marcus, that's a warning. We don't interrupt.</p> <p>Marcus: (eye roll)</p> <p>Teacher: What is 2 x 8, Jessica?</p> <p>Marcus: It's 8!</p> <p>Teacher: Marcus, that's your second warning. I'm moving your clip. The next time is 5 minutes from your break time.</p> <p>Marcus: I'm just answering the question.</p> <p>Teacher: That's it. You are missing your playtime and I will call your parents.</p>
Restorative Example	<p>Marcus: (shouts out answer without raising hand) It's 22!</p> <p>Teacher: (moves closer to Marcus) Marcus, I'm glad you're excited to show what you know, but let's give everyone a chance. ...</p> <p>What is 2 x 8, Jessica?</p> <p>Marcus: It's 8!</p> <p>Teacher: (to class) Let's take a minute to share our answers with a partner. Turn to your partner and discuss your answer. Make sure that you can prove your answer in two different ways. We'll come back together in one minute. (quietly)</p> <p>Teacher/TA: Marcus, you seem to be having trouble respecting our school values. If you need to, you're welcome to take a movement break in our emotional regulation corner, or you can continue to participate if you can do so without interrupting others. It might help to write down your answers on a whiteboard and you can check them off or correct them, even if you don't</p>

	<p>get to share with the whole class. Either way, you and I can chat about how to fix this small problem after class. I know you can do it.</p> <p>Marcus: (chooses to write his answers and sits quietly for the rest of the fast fact review)</p> <p>After class ...</p> <p>Teacher/TA: Marcus, I want to talk about what happened in class today. One of our school rules is to respect others. You struggled with this today. Why do you think we have that rule?</p> <p>Marcus: So that everyone gets a chance to speak and feel heard.</p> <p>Teacher/TA: That's right. Also, when we're practicing math, it's important that I can tell who understands and who needs more help. When you interrupt, I don't know who needs more practice. Now that you've had a minute to think about it, how did your actions affect our class today?</p> <p>Marcus: I don't know.</p> <p>Teacher/TA: It kept us from practising, and you didn't show respect to Jessica. What would happen if you interrupted practice every day.</p> <p>Marcus: We wouldn't get better at math.</p> <p>Teacher/TA: That could be. How do you think you can make this right?</p> <p>Marcus: I can apologise to Jessica before class tomorrow. Also, I will raise my hand before I answer.</p> <p>Teacher/TA: Great – if your hand is raised, I'll know you are excited to show what you know. I won't be able to call on you every time, but I'll make sure you get at least one chance in class. Also, I think it's a great idea to apologise to Jessica.</p>
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These are the 5 questions that are useful to support children engage in a restorative conversation:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Children may not always be comfortable using verbal means of communication or may not yet be equipped with the vocabulary to express themselves. Alternative, an adult may complete the Comic Strip Conversation looking at the size of the problem and size of the response. This is a reflective activity to support the child to reflect and repair the relationship between the child and those that have been affected. If developmentally appropriate, an apology from the child and recognition that a class or playground rule was broken will also be expected. This may not be always possible and the adults would be looking at other signs that the child has understood the impact of their reaction to a problem or a situation.

Comic Strip Conversation

	What were you? What was the time? What was the location? How did you/they feel? 
	What happened? What did you say/do? What did the others do? How did you/they feel? Resolution: 
	What could have been said/done differently? 

Pupil name: _____ Completed on: _____

Completed by: _____

11. Medium Problems

Examples are:

- Constant chatting
- Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly “rough” play
- Interrupting the teacher
- Running in the corridor
- Name calling

12. Big Problems

Examples are:

- Medium problems consistently repeated after adult intervention (reward charts, incentives, positive praise intervention, daily reporting)
- Racist remarks or behaviour, bullying, homophobia or sexist comments [see separate policies and report as safeguarding concerns]
- Dangerous behaviour [e.g. throwing stones, climbing the fence]
- Spitting
- Biting and other forms of physical assault
- Fighting
- Stealing
- Refusing to do what an adult has requested
- Answering back aggressively
- Offensive language
- Damaging school’s and other children’s property deliberately

11. Huge Problems

Examples are:

- Big problems consistently repeated after adult intervention (reward charts, incentives, positive praise intervention, daily reporting)
- Child on Child abuse
- Persistent refusal to accept school code of conduct, class or playground rules or adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after intervention

- Physical or verbal aggression towards a member of staff with intent to harm
- Extremely violent behaviour resulting in injury
- Repeated bullying, racism, homophobia or sexism
- Serious damage to school building
- Bringing dangerous items to school such as lighters, vapes, matches, weapons or drugs

Huge problems may lead to a fixed period of suspension or permanent exclusion. When carrying out a suspension, the head of school will adhere to the statutory government's guidance on 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' A copy of the guidance can be downloaded from the Department of Education's website at <https://www.gov.uk/government/publications/school-exclusion>. The head of school will inform the parents of the exclusion. Parents have the right of appeal to the Governing Body against any decisions to exclude.

12. Reintegration meeting

Whilst the statutory instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions to the guidance, it is considered good practice that school meet with parents and the child to discuss the issues and reasons for the suspension and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of their behaviour. The pupil should normally attend all or part of the meeting with at least one of their parents. If appropriate for the child a reintegration back into class will also include a weekly monitoring, to ensure appropriate behaviours are adopted and sustained.

13. Notification of Parents

Whenever the head of school excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter. All exclusion cases should be treated in the strictest confidence, only those who need to know the details should be informed of them. In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion [given 'pending further investigation'] may be extended, or converted to a permanent exclusion, a second letter should be sent to the parents explaining the reasons for the extension/change.

14. Internal Suspension

An internal suspension is the severest school-based consequence, without actually suspending the child. A standard letter is sent to the parents/carers informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.

15. Reasonable Force

Where possible reasonable force will be used by members of staff that have had positive handling training. However, all members of school staff have a legal power to use

reasonable force. Members of staff will need to rely on their professional judgement and their honest held belief whether or not to physically intervene by placing themselves in a hazardous situation or standing back and thereby allowing a child or colleague to face a potential hazard. Staff must balance the level and duration of the intervention against the seriousness and likely consequences of the incident. Reasonable force by staff must be proportionate, necessary and reasonable.

16. Including Pupils on Educational Visits/Trips

We fully support the availability of all activities including educational visits to all pupils and recognise that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of their inclusion in the visit, then that pupil will not be included in the visit. Documented evidence, including the risk assessment (shared with parents), must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.

17. Responding to behaviour from pupils with SEND

It is important to remember that some children have extremely difficult and challenging behaviours that are outside the norm for their age. These problems can result from temporary stressors in the child's life, or they might represent more enduring disorders. The most common disruptive behaviour disorders include oppositional defiant disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Behaviours may also present because the child is frustrated and cannot communicate how they feel or that they just see the world differently (ASD). They may also present with difficulties because they haven't had a safe, stable and secure start in life (Attachment disorders or ACE's). As a school we understand these needs and will make reasonable adjustments in order for any child that may require additional help and support.

Adapting responses for pupils with SEND

When considering a behavioural response for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a response and if so, whether any reasonable adjustments need to be made to the response.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create a behaviour plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an early annual review of the EHC plan.

18. Searching and Confiscation

For detailed guidelines regarding the procedures for searching pupils, please refer to Appendix 3. This section outlines the roles of authorised staff within the school, the conditions under which searches can be conducted, and the types of items that may be searched for.



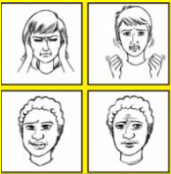

19. Monitoring this policy

This behaviour policy will be reviewed by the Head of School and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the head of school.

Appendix 1 – Behaviour Support Plan

Behaviour Support Plan	
Pupil name:	Class:
Date of plan:	Date of review: (6 weeks)-
Behaviour(s) of concern:	
•	
Long term goals:	
•	
•	
Known barriers:	Known triggers:
•	•
Preventative strategies:	
•	
Rewards for desired behaviour(s):	Consequences for undesired behaviour(s):
•	•
Chain of support.	
Class teacher	
Phase Leaders	
SLT	
Agreement:	
Parent name	Staff name
Parent signature	Staff signature
Date	Date

_____ 's Behaviour plan

Zones of Regulation	Triggers When? How?	The way I look and I feel	My tools Strategies	How can adults help me?
 <p>BLUE ZONE</p>				
 <p>GREEN ZONE</p>				
 <p>YELLOW ZONE</p>				
 <p>RED ZONE</p>				

Appendix 2 - Internal Exclusion Letter to Parent/Carer

Dear

It is with regret that I have to inform you that[name of child] has been involved in a significant breach of our school rules and behaviour policy. After much consideration s/he will be internally excluded for[duration of internal exclusion. This means that s/he will be educated away from his/ her class or year group.

Decisions to internally exclude are never taken lightly and are considered closely in line with our schools' behaviour policy. However, on ...[behaviour log]

You need to be aware that this consequence provides[name of child] with an opportunity to avoid an external fixed term exclusion and reflect on what happened so he/she is able to return back to their classroom.

We would appreciate your involvement in supporting the school and reinforcing the seriousness of this current situation. Should you wish to discuss this matter in greater detail then I recommend that you contact your child's teacher at your earliest convenience.

Yours sincerely,

Tracy Cadwallader
Head of School

Appendix 3 – Searching and Confiscation

1. Purpose of Searches

This section outlines the procedures and guidelines for conducting searches of pupils within the school to ensure safety and compliance with legal standards, as set out by the Department for Education (DfE).

2. Authorised Staff

The following individuals are authorised to carry out searches:

- Head of School
- Members of the Senior Leadership Team
- It is within the discretion of the Head of School to authorise other staff to search for specific items.

3. Conditions for Conducting Searches

Searches may only be conducted under the following conditions:

- Consent: The pupil agrees to the search.
- Reasonable Grounds: The authorised staff member has reasonable grounds to suspect the pupil may possess a prohibited or banned item.

4. Legal Requirements

Under current UK legislation:

- The individual conducting the search must be of the same sex as the pupil being searched.
- A witness must be present during the search, who is also of the same sex as the pupil, if reasonably practicable.

Exceptions: Searches can occur without a witness if:

- There is an urgent risk of serious harm to a person if the search is delayed.
- It is not reasonably practical to summon a witness in the time available.

5. List of Prohibited Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electric vapes
- Fireworks
- Pornographic images
- Any article that the staff member reasonably suspects has been, or is likely to be, used to
 - Commit an offence

- Cause personal injury (including the pupil) or damage to property

These items are defined under The Education Act 1996 and the DfE's guidance on searching, screening and confiscation.

6. Recording Searches

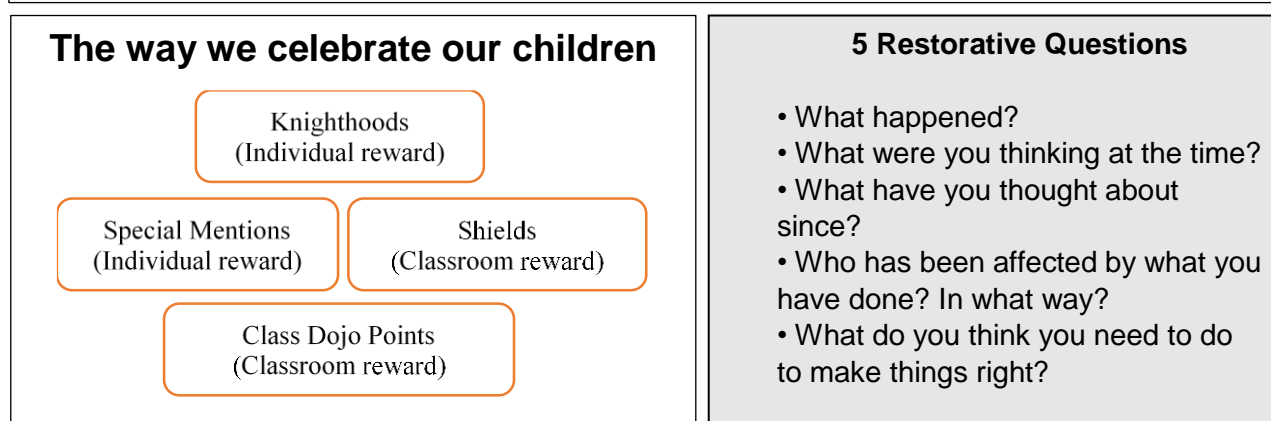
If a search is conducted without a witness, the staff member must:

- Immediately report the incident to a member of SLT.
- Ensure that a record of the search is maintained, including the rationale for the search and the items found, as outlined in the section on recording searches.

7. Definitions and Clarifications

Reasonable Grounds: Reasonable grounds refer to the belief based on specific facts or evidence that a pupil may possess prohibited or banned items. This includes circumstances that may pose a risk to safety or contravene school rules.

Appendix 4 – Behaviour Blueprint



Supporting dysregulated children by

1. Regulating
2. Relating
3. Reasoning

Size of the Problem

Size of Problem	Examples	Lead by...	Possible Response
Small Problem	Not paying attention in class	ALL	<ul style="list-style-type: none"> • Verbal Reminder, Verbal Prompt, Well-being check-in • Prompt to utilise tools from the Zones of Regulation, Restorative Practice
Medium Problem	Shouting out in classrooms or corridors	Class Team	<ul style="list-style-type: none"> • Praise another child who is doing the right thing and verbally express what we should be doing. • Mention the child by name, as privately as possible, and explain what you have seen. • Up to 5/10 minutes of reflecting time/restorative practice. • Up to 10 minutes reflective time/restorative practice in a parallel classroom or with a phase leader.
Big Problem	Fighting	PL	<ul style="list-style-type: none"> • Reflective time with a phase leader for up to 20 minutes. • The class teacher/phase leader will inform parents. • Internal suspension - a letter is sent home by a member of SLT. Meeting with parents to discuss behaviour and consider triggers and tools/strategies to support the child.
Huge Problem	Extremely violent behaviour resulting in injury	SLT	<ul style="list-style-type: none"> • Physical intervention when is necessary, reasonable and proportionate. • Huge problems may well lead to a fixed period of suspension or permanent exclusion. When deciding to suspend a pupil, all the facts and context of the problem will be considered.