

This policy was presented to the Full Governing Body:
September 2024
Review: September 2025

Coordinator:
Mrs E. Ashcroft

All information that is collected and stored relating to this policy is subject to the school's Data Protection Policy.

This policy is to be read in conjunction with the Department of Education Document:
Behaviour in Schools February 2024: [Behaviour in Schools](#)

The Child-Friendly Anti-Bullying policy
Exclusion Policy
Acceptable Use & E-Safety Policy
Safeguarding Policy
Relationships, Health and Sex Education Policy
Staff Code of Conduct

Introduction

At South End Infant School we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. The code of conduct is agreed with our children and their parents through our Home/School Agreement when they enter our school. All children and adults in our school are expected to abide by the rules and values set in place.

Our Behaviour Curriculum explicitly teaches children what we expect from all children every day. It is discussed in Assemblies and in class regularly alongside our child friendly Anti-Bullying policy. Our Behaviour policy outlines rewards and responses to positive and unwanted behaviours.

Policy Aims

- To promote our whole school aims and values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To raise levels of attainment for all.
- To maintain high standards of behaviour.
- To ensure that the policy is supported and followed by the whole school community through our Home/School Agreement.
- To encourage all children to take responsibility for their own behaviour.
- To teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self discipline, self respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the consequences that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur.

- To encourage children to **Respect and Value:** Themselves, Their Environment, People Around Them, and the 'Wider World.'

We expect children to:

- Be kind, helpful and polite
- Be kind and caring
- Respond appropriately to adults
- Respect our school environment and each other
- Work hard and do their best
- Act in ways that are safe, for themselves and others

We expect adults in school to:

- Lead by example
- Listen and always endeavour to act "fairly"
- Reinforce with praise
- Disapprove of the behaviour and not the person
- Remain calm; take appropriate action which stops an incident escalating further

We expect parents / carers to:

- Support the school policy & curriculum
- Reinforce decisions taken by the school about their child without additional consequence
- Adequately supervise their children before and after school

The implementation and monitoring of the policy is the responsibility of all staff

Behaviours in school must also reflect the six values of the school.

Respect, Pride, Aspiration, Courage, Independence and Perseverance

For younger children, the principles of the rules are simplified to the following statement:

'Kind hands, kind feet, kind words.'

Rewards (encouraging Appropriate Behaviour)

We encourage good behaviour and work in the following ways to promote a positive approach:

- 1:1 verbal praise with own teacher and other members of staff.
- Positive feedback to parents / praise cards sent home.
- Headteacher's Award
- Verbal praise within class, other classes and whole school assembly.
- Stickers and stamps in books.
- Positive comments on work.
- Value beads in classes that collate towards a class reward.

Class teachers have their own ways of promoting and rewarding good behaviour in their classrooms too including charts, stickers and Dojos.

Unacceptable Behaviour (Major Misdemeanour)

May Include:

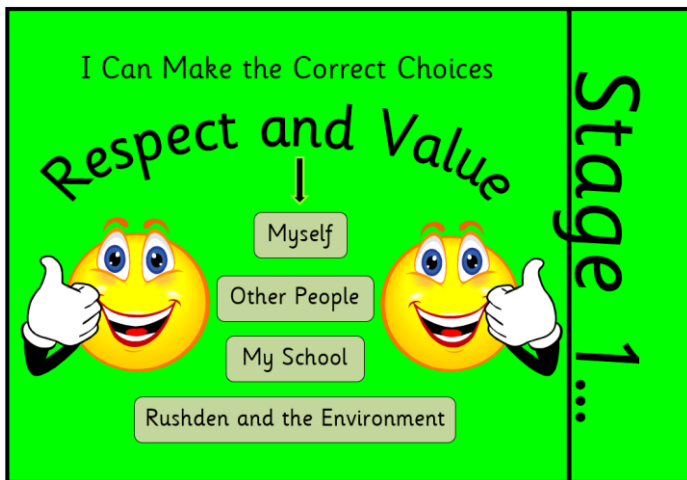
- Rudeness to adults / children
- Bad language e.g. swearing

- Aggression towards others
- Disobedience
- Bullying

Procedures for Dealing with Children who Choose not to Follow the School Rules – Consequences

All children should be able to talk about ‘Making the Correct Choices’ and how it can be achieved. Appropriate behaviour expectations are taught in accordance with the ‘**Staged approach to making the correct choice**’.

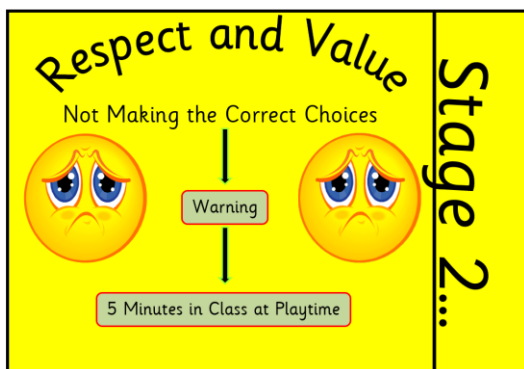
To ensure consistency there will be traffic light behaviours displayed in every classroom to act as visual clues for behaviour expectations. These will be referred to by staff and children regularly.



This is where we expect all children to be, all of the time.

If a bad choice is made and a child has to move to the next stage, the following day they will always start again at this stage.

Should a child not make the correct choices, they move on to the next stage.

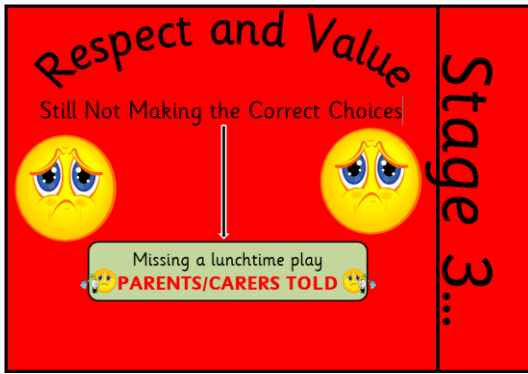


At this point a child will either have been given a chance to make a choice that keeps them at Stage 1, or an incident has occurred and they have been moved to Stage 2.

- Reminder of expected behaviour
- Verbal warning often given in the form of a choice
- Time out to reflect within the classroom
- Loss of 5 minutes play either inside or by walking with an adult

Other consequences could be:

- Drawing or writing a letter of apology
- Loss of a responsibility
- Being taken to the leader of the year group to be given a consequence, or to complete a time out
- Being taken to the Deputy Headteacher to be given a consequence, or to complete a time out



Stage 3 is for persistent continuations of Stage 2 behaviours, or a serious incident

Being taken to the Headteacher to be given a consequence, or to complete a time out during lunchtime.

This action usually results in an internal or external exclusion and parents are always informed of the reasons for this decision.

Where a minor misdemeanour has taken place, parents and carers will be informed where it is deemed to be appropriate. If a major misdemeanour has taken place parents and carers will always be informed. As an Attachment Aware school that practises Emotion Coaching, we believe in working with parents to support children who find conforming/following behaviour expectations difficult.

For any action that results in a Stage 3 consequence, an ABC sheet must be completed. (see appendix 1)

Each week, Class Teachers must tell the Headteacher about any child who has been on Stage 2 or 3 and the reasons why so that trends can be monitored. (see appendix 2)

If Poor Behaviour Continues

- A referral may be made to our Family Support Worker or SENCo
- Individual behaviour targets may be put in place
- Closer Daily records will be kept
- The expertise of outside support agencies may be sought

School staff will apply the consequences listed above in the order which is deemed appropriate for the type of behaviour. In some cases, alternative resolutions may need to be sought.

Fixed Term Exclusions

Persistent non-compliance will result in a period of exclusion, this could be an internal or external exclusion. For example, inappropriate lunch-time behaviour could result in a three-day lunch time exclusion. The period of exclusion is dependent on the severity of the incident. Only the Headteacher or person acting in that role may apply this sanction and will decide whether the exclusion will take place at home or within the school building (internal exclusion). If it is an external exclusion it will be arranged according to Local Education Authority Guidelines. Parents will be informed in writing on the day. The letter will explain the reason for the exclusion.

Longer Period Exclusions

This step is only taken when temporary exclusion and in school support has failed to have a positive impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place to agree terms and conditions of exclusion.

This exclusion could take the form of a part time timetable whereby the child could only attend for part of the school day.

Permanent Exclusions

This severe measure is only taken by the Headteacher and ratified by the Governing body when there is total non-compliance from the child. See the DFE document:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Exceptions

The Headteacher/teachers will miss out sanction steps detailed previously if:

- The behaviour is severe
- The sanction steps are not working
- The pupil's safety or that of others is at risk

In these cases, the school would be working on an individualised behaviour support programme with risk assessments in place.

Monitoring and Review


Promoting good behaviour is the responsibility of everyone in our school. This policy will be reviewed annually and updated with the views of children, staff and parents taken into account.

SEIS Behaviour Curriculum – What we teach, what we expect:




Wonderful Walking


- Facing forwards
- Walking at a steady pace
- In a straight line
- Away from walls
- Without talking




3 Bs



Be Respectful



Be Responsible



Be Ready to Learn



Be Respectful

- Say please and thank you
- Wait for adults to go first
- Speak politely to all adults
- Talk kindly to other children
- Say good morning & Good afternoon to adults



**Be
Responsible**

Remembering to read at home

Being quiet and sensible in the toilets

Tidying up your own workspace and the classroom

Remembering the rules on the playground

Accepting responsibility if you make a mistake and saying sorry



**Be
Ready
to Learn**

Sitting still

Listening carefully to the teacher

Giving the teacher 100% of your Attention

Working hard on tasks given

Being in the right place at the right time




We All

KNOW

We All


DO



Playtime Behaviour

We KNOW

- we play safely without hurting anyone.
- we do not 'play fight' because we may hurt someone by accident.
- we are kind, by including people in our games and sharing equipment.
- we do not pick up mud, dust or sticks or pull the trees
- when called, we walk to our lining up order quickly



Lunchtime Behaviour

We KNOW

- we line up for lunchtime when we are called.
- we use our Wonderful Walking and quiet voices to go inside
- where we sit in the dinner hall during lunchtime.
- we use a quiet voice in the dinner hall.
- we use a knife and fork correctly
- we finish what we are eating before asking to leave our seat.
- we use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
- 'good manners' means saying 'please' when we ask for something and 'thank you' when we receive it

Coming to School

We KNOW

- we wear uniform each day – including PE days
- we leave toys and jewellery at home
- we must be on time every day
- we bring our book bag and water bottle
- we say 'goodbye' away from the classroom door and walk into class sensibly with a smile
- we put our belongings away and show we are ready to learn
- we do not use any school equipment outside before or after school and we stay with our grown up
- we wait to be told to leave so the adults can send us out safely

Why do we have these rules?



Because

we

CARE

What do we care about?



US



What do we want for you?

For us
to be..

THE BEST

we
can be



Appendix 1



South End Infant School - ABC Recording Form



Child's Initials:..... Observer:..... Date:.....

Time Started	A = Antecedents What specific activity or event happened <u>before</u> the behaviour?	B = Behaviour What specifically did the child <u>do</u> or <u>say</u> ?	C = Consequence What happened <u>after</u> or as a result of the behaviour?	Possible Function	Time Ended

Appendix 2



Behaviour Report For..... Class

Week Beginning:

Stage 2			Stage 3		
	Child	Reason	Child	Reason	ABC & Parents Informed?
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

To be given to Headteacher each Friday if children have been on Sage 2 / 3 that week