

 South End Infant School	Behaviour Curriculum & Positive Behaviour Policy
This policy was presented to the Full Governing Body: September 2026 <i>Review: September 2027</i>	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
Positive Handling Policy
Safeguarding Policy

Introduction

At South End Infant School we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. A strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents - as the attitude of parents can have a strong influence on the pupil's response to authority and rules in school.

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.

The purpose of our behaviour curriculum and positive behaviour policy is to:

- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner;
- Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.

Policy Aims

- To foster a caring, family atmosphere, in which teaching and learning can take place in a calm, safe and happy environment.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school in which there is mutual respect between all members of our community.
- To outline the expectations, consequences and sanctions, so that it is clear to all involved.

- To provide a consistent approach to behaviour management that is subject to constant review ensuring that behaviour patterns are monitored and regularly assessed to identify and address any particular trends.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.

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

The South End Way – Praise, Reward and Celebration

Praise and rewards are the most important part of this behaviour policy - we recognise and reward children and staff who go ‘over and above’ our standards. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

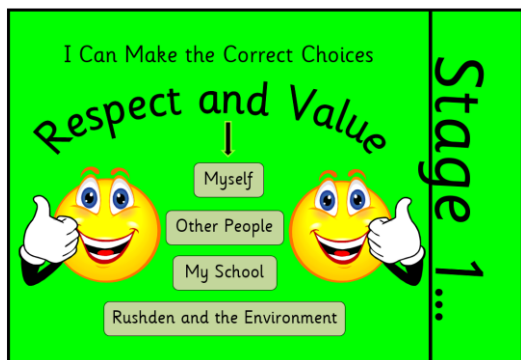
Positive Rewards include;

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.
- Rainbow stickers for ‘better than my best’
- Headteacher’s Award and My Happy Mind certificates
- Verbal praise within class, other classes and whole school assembly.
- Positive comments on work.
- Value beads in classes that collate towards a class reward.

South End infant School Staged Approach to behaviour

South End Infant School has a staged approach to behaviour management that is built upon further by the Junior school to ensure consistency of response throughout the primary phase. To ensure consistency there are 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.

Stage 1 Reminder script

Script: <Name>, I am giving you a rule reminder.

When you (describe behaviour here) you are not showing us that you are respectful/responsible/ready (select the appropriate rule) the consequence of your actions is warning 1.

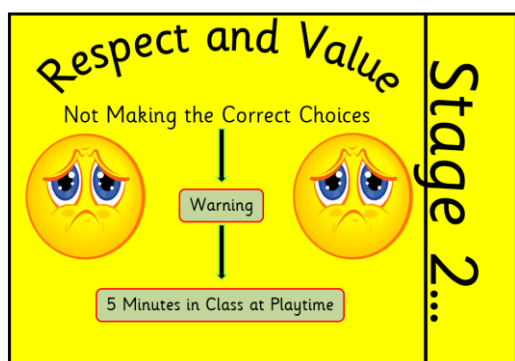
The South End Way is to be (repeat rule) Thank you

Definitions of Inappropriate Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude in class or towards the school rules as defined by the behaviour curriculum outlined below
- Rudeness to adults / children

Misbehaviour means a child moves on to Stage 2



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.

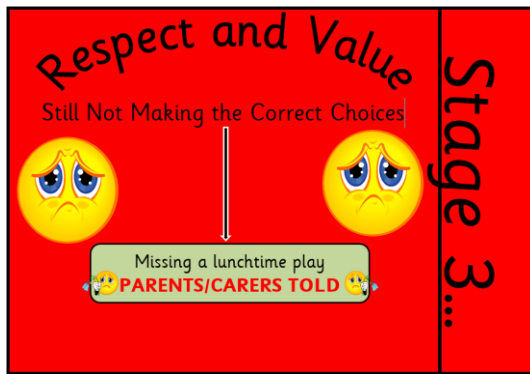
The response now will be;

- Reminder of expected behaviour
- Verbal warning often given in the form of a choice
- Time out to reflect within their own 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
- Completing work during playtime
- Speaking to parent if they are frequently on stage 2 for 3 days out of 5

Stage 2 Reminder script	
Script: <Name>, I am giving you time to reflect now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have reflection time You know the rules of the South end Way, this is the behaviour I would like to see. If you continue this behaviour, your consequence will be loss of break or lunchtime. Thank you.	
Script for loss of breaktime	
Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a loss of privilege because you are not following our rule of (name rule here). Your behaviour, your choice, you now need to complete your work / walk around with..... The South End way is to be (repeat rule). Thank- you	
Restoration Conversation at Stage 2 with adult implementing sanction	
Script	Restorative Starters
<Name>, you made a poor choice that resulted in you having to lose privileges Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.	• <i>What happened?</i> • <i>What were you thinking at the time?</i> • <i>What have you thought since?</i> • <i>How did this make people feel? *</i> • <i>Who has been affected?</i> • <i>How have they been affected?</i> • <i>What should we do to put things right? *</i> • <i>How can we do things differently in the future?</i>



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 suspension and parents are always informed of the reasons for this decision.

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)

See also Removal from Classrooms below

Serious misbehaviour is defined as:

Repeated breaches of the school rules;

- Any form of bullying meaning unkind actions towards another on repeated, separate occasions
- Physical violence
- Verbal abuse or gestures
- Child on child abuse; (sexual violence and harassment)
- Vandalism
- Theft
- Fighting – including 'play fighting'
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Stolen items
- Inappropriate images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If Poor Behaviour Continues

- Individual behaviour targets may be put in place
- Closer Daily records will be kept
- The expertise of outside support agencies may be sought

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or a group by another person or a group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated again and again, often over a period of time;

- Difficult to defend.

TYPE OF BULLYING	DEFINITION
Emotional	Repeatedly being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. sex, race, faith, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

South End Infant School children are very young but we very aware that the behaviours we may deal with are precursors to some of those listed above and therefore it is vital we teach the early stages of respect, tolerance and value of others.

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

'Kind hands, kind feet, kind words.'

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging and it may be necessary to escalate the situation straight to a member of SLT. If the member of staff escalating the situation is alone they need to send a child with the ICE Card;

Behaviour such as:

- Physical or serious verbal aggression towards adult
- Physical or serious verbal aggression towards another child;
- persistent intimidation of other pupils; (bullying)
- Racial or discrimination aggression; (verbal or physical)
- Using profanities;
- Physical violence to our school equipment;
- Inappropriate gestures.

Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate, giving time for the child to regulate so the situation is not heightened further.

Scripting:

Positive phrasing e.g "Stand next to me" - "Put the toy on the table" - "Walk beside me";

- Limited choice e.g “Put the pen on the table or in the box” - “When we are inside, lego or drawing” - “Talk to me here or in the courtyard”;
- Disempowering the behaviour e.g “You can listen from there” - “Come and find me when you come back” - “Come down in your own time”;
- Use of a De-Escalation Script e.g –
- Use the person’s name –
- Acknowledge their right to their feelings – “I can see something is wrong”;
- Tell them why you are there – “I am here to help”;
- Offer help – “Talk to me and I will listen”;
- Offer a “get-out” (positive phrasing) – “Come with me and.....”;

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil 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 that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate 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.

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for a period whereby the child has a period of calm and the behaviour is discussed. Once this process of care and calm has taken place one of the following decisions will be made:

- The child has calmed and is ready to return to the classroom.
- The child is not in the right emotional or mental state to return to the classroom and will remain with the member of the SLT. At this point, work will be collected from the class teacher for the child. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants.
- Long term behaviour support plans.
- Multi-agency assessment.

After we have exhausted in school options, we will seek support from outside agencies who specialise in behaviour. We will work with these agencies and parents to write a Behaviour Support Plan.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics on My Concern /ABC log.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. 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. These could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods.
 - Sensory circuits
 - Access to a named adult who will support them during times of emotional distress.
 - 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 medical conditions such as eczema.
 - Training for staff in understanding conditions such as autism.
 - Use of separation spaces / workstations / regulation areas where pupils can regulate their emotions during a moment of sensory overload.
 - Seek support and advice from behaviour specialists and change the child's support plan accordingly.
- At this stage we seek permission from the child's parent or carer to involve an outside agency.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO/Inclusion Leader) 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 to create the 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the SENCO and the Head Teacher, who will ensure that they are reviewed and updated in order to reflect adaptations needed, changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.
- Reflect, repair and restore (after a crisis) in order to maintain the relationship
- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;
 - Explore what happened? (tell the story)
 - Explore what people were thinking and feeling at the time?
 - Explore who has been affected and how?
 - Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Suspension/Exclusion

Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the suspension/exclusion. A reintegration meeting is held with the parents and child on their return to school. See the Exclusion policy for further detail.

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

Appendix 3 - Restorative Conversation Stems

Below are a few stem questions that can be asked to determine and achieve a restorative conversation with the child.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- Who has been affected?
- How have they been affected?
- What should we do to put things right? *
- How can we do things differently in the future?

Strategies to de-escalate the situation

Positive phrasing e.g :

- “Stand next to me”
- “Put the toy on the table”
- “Walk beside me”

Limited choice e.g:

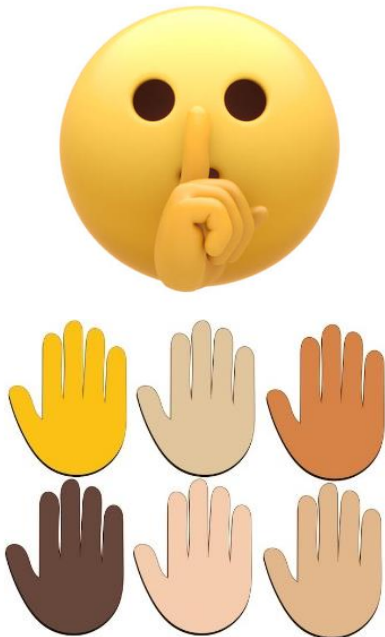
- “Put the pen on the table or in the box”
- “When we are inside, lego or drawing”
- “Talk to me here or in the library”

Disempowering the behaviour e.g:

- “You can listen from there”
- “Come and find me when you come back”
- “Come down in your own time”

Use of a De-Escalation Script e.g:

- Use the person’s name –
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them why you are there – “I am here to help”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and.....”

STOP	Leading adult stands facing the class, raises hand and says; “STOP” Every other adult raises their hand, looks at leading adult and remains silent	
PAUSE	ALLOW TRANSITION TIME (10 seconds) Leading Adult remains silent with hand raised and holds eye contact with children Every other adult keeps their hand raised, looking at the leading adult and remains silent Children put down any equipment / books, look at the leading adult and raise their hand WHEN EVERY CHILD IS LOOKING AT LEADING ADULT WITH HAND RAISED Leading Adult lowers hand and says “thank you” Children lower hands, maintain eye contact on leading adult, remain silent Every other adult lowers their hand, maintains eye contact on leading adult, remain silent Leading adult gives instruction / teaching point then says “thank you, carry on	
INSIST	IF LEADING ADULT DOES NOT GET 100% ATTENTION AFTER 20 SECS THROUGH: <i>body language / eye contact / scanning the room in all areas / low level direct reminder e.g. “when we are ready, thank you” or John, I need you listening, thank you”</i> Leading adult keeps hand up and allows child final take up by saying “At South End we have a STOP signal everyone follows. I need you to follow that now or I will have to move your name to Stage 2” Every other adult moves to sit beside a non-compliant child and models desired behaviour but stays silent	

