



Behaviour Policy

Autumn 2026

Here at Southglade we want to provide a safe caring environment for our children, where they feel safe, nurtured and happy.

“All school staff have a responsibility to provide a safe environment in which children can learn”
KCSIE 2026

In order to achieve this, we have in place a group of policies that complement each other to safeguard, protect and promote the welfare of our children.

These policies are:

Attendance Policy

Anti-Bullying Policy

Behaviour Policy

SEND Policy

Safeguarding Policy

Child on Child Abuse Policy

Visitor and Volunteer Policy

Confidential Reporting Code (Whistle Blowing Procedure)

Procedure for handling concerns and complaints

Home/School Agreement

Mental Health Policy

Suspensions and permanent exclusions policy

This also includes the following DfE Guidance:

Behaviour in Schools (January 2026)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

Restrictive Interventions including use of reasonable force guidance (April 2026)



Behaviour Policy

Our behaviour beliefs

At our school, we hold high expectations for all members of our community—including pupils, staff, parents, and governors—to consistently demonstrate respectful behaviour. We are committed to fairness and inclusivity, recognising that every child has a voice and unique needs.

Our approach to behaviour is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and our commitment to being a Rights Respecting School. We believe that children have rights and that, alongside these rights, we all have a responsibility to respect the rights of others.

We teach children that our behaviour choices can help protect the rights of everyone in our school community. We promote kindness, respect, inclusion, safety and fairness so that every child can feel valued and able to learn.

All staff work collaboratively and consistently to ensure our school remains a safe, supportive and happy environment for learning. We value each child as an individual and uphold a culture of mutual respect between children and adults.

Our School Ethos

- To encourage children to believe they can achieve anything and have the confidence to make mistakes.
- To have respect for everyone.
- To make everyone feel valued.

RESPECT and Children's Rights

Our school code of conduct is based upon RESPECT. This reflects our commitment to the rights of every child.

- Responsibility – We take responsibility for our choices and actions.
- Empowerment – We know that our voice matters and we can make positive choices.
- Safe – We help everyone feel safe and protected.
- Perseverance – We keep trying, even when things are difficult.
- Empathy – We think about how others may feel.
- Consideration – We consider the needs and rights of others.

- Tolerance – We respect differences and treat everyone fairly.

Through these learning values, children learn that rights come with responsibilities. We all have rights, and we all have a responsibility to respect the rights of others.

Pupils are taught to follow our school code of conduct, *RESPECT*, with a strong emphasis on promoting positive behaviour. We encourage children to take responsibility for their actions, reflect on their choices, and develop effective strategies for self-regulation. Through consistent guidance and support, we aim to nurture respectful, responsible, and resilient learners.

A Rights-Respecting Approach to Behaviour

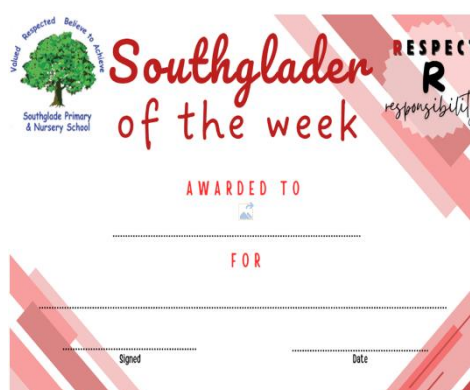
Our behaviour approach is based on the belief that every child has rights, including children who display behaviours that challenge others.

Rewards

Good behaviour is constantly modelled and praised by all staff, with an emphasis on ensuring that the children understand why the behaviour is good. We aim to encourage the children to feel proud of their good behaviour. Rewards are also used to further reinforce positive behaviour.

Rewards at Southglade include:

- Individual class incentives e.g. raffle tickets, sticker cards, marbles in a jar.
- 'True Southglader' chart in years 1 -6
- Star of the Day in EYFS
- Southglader of the Week in years 1-6
- House Points
- Comms Hub Badges
- Half termly Merit Assemblies
- End of year awards



Sanctions

When behaviour is unacceptable, we will respond in a way that is fair, calm and respectful. We will help children understand how their behaviour has affected others and which rights may have been affected.

Consequences are used to help children learn from their choices and make positive changes. They are not intended to shame, humiliate or remove a child's dignity.

Where appropriate, children will be supported to:

- understand what happened;
- understand how others may have felt;
- recognise which rights may have been affected;
- repair relationships;
- make a positive choice;
- develop strategies to manage their behaviour in the future.

We recognise that behaviour is a form of communication and that some children may need additional support to regulate their emotions and behaviour. Reasonable adjustments will be made where appropriate, particularly for children with SEND and SEMH.

Our approach is FAIR, CLEAR and CONSISTENT, while recognising that fairness does not always mean treating every child in the same way.

Classroom behavioural sanctions

In the instance of unacceptable behaviour these steps will be followed by all staff:

1. Celebrate the Positives

Staff will consistently recognise and celebrate positive behaviour, effort, and kindness. This reinforces expectations and promotes a positive learning environment.

2. Positive Reminder

When a child begins to stray from expected behaviour, a positive and respectful reminder is given, e.g., *"I need you to... thank you."* This provides the child with a clear opportunity to make the right choice and remain engaged in their learning.

3. Verbal Warning

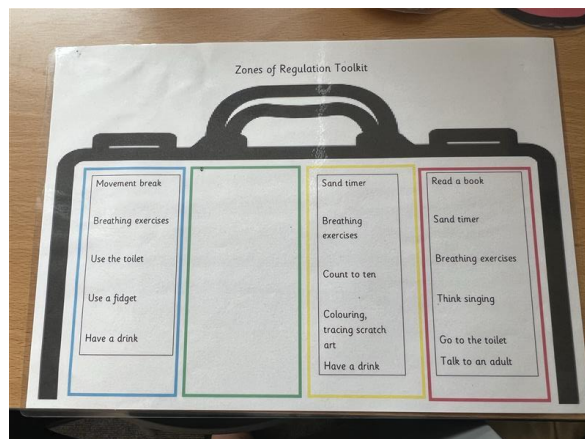
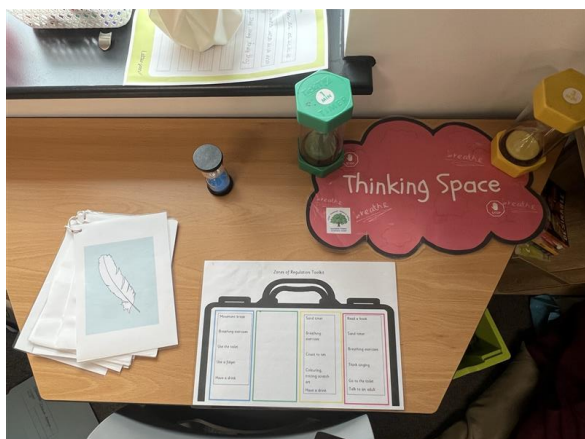
If the child does not respond to the reminder and continues to disregard the Code of Conduct—for example, by talking over others or not following instructions—a verbal warning is issued. This includes a clear reminder of the expected behaviour, and a calm explanation of the consequences should the behaviour continue. This may include child moving their name down on the True Southglader Chart.

4. Thinking Space

Should the behaviour persist; the child will be directed to 'The Thinking Space' within the classroom. This is not a punishment, but a designated area intended for calm reflection. The aim is to help the child regulate their emotions, understand their actions, and plan for positive behaviour moving forward.

The *Zones of Regulation* framework will support this process by helping the child identify their emotional state. Self-regulation tools and resources will be available in this space to support them. Once ready, the child will return to their learning.

The duration of time spent in the Thinking Space will be developmentally appropriate and may be adjusted based on the child's age and any identified special educational needs.



5. Removal from Class and Internal Isolation

If, after spending time in the Thinking Space, a child's behaviour continues to be unacceptable, they may be removed from the classroom and sent to another class for the remainder of the session. This provides additional time and space for the child to reflect away from their usual environment. During this time, the child will:

- Complete a reflection sheet to support self-awareness and encourage behaviour change.
- Continue with their classwork, where appropriate.

The amount of time spent out of class will vary depending on the time of the incident and the length of the session. The class teacher will inform the parent or carer at the end of the school day, and the incident will be recorded on Arbor.

In more serious cases, a child may be placed in Internal Isolation for the remainder of the school day. This is a more significant consequence and may be used when:

- Disruptive or threatening behaviour is persistent, and previous interventions have not been successful.
- There is a sudden escalation in behaviour that presents a risk to the safety or wellbeing of others.

Internal isolation may also be issued as a next-day consequence for serious behaviour.

In these cases:

- A Serious Incident Form will be completed by the staff involved.
- Parents or carers will be contacted by the class teacher or a member of the Senior Leadership Team (SLT).
- External agencies may be contacted for further support where concerning patterns of behaviour continue

Playground and Lunchtime Incidents

The Behaviour Policy applies consistently throughout playtimes and lunchtimes, in line with our RESPECT Code of Conduct.

Our approach will always be:

FAIR • CLEAR • CONSISTENT

In cases of unacceptable behaviour during these times, the following stepped approach will be used by all staff:

1. Verbal Warning

A clear reminder is given to the child, explaining why the behaviour is unacceptable and outlining the possible consequences if it continues. The child is encouraged to make a positive choice. This may include suggestions for appropriate games or behaviours.

2. Monitoring Period

The child's behaviour is observed to determine whether they have responded appropriately to the verbal warning. This allows staff to assess improvements and provide support if needed.

3. Reflection

If negative behaviour continues, the child will be guided to reflect on their actions:

- At Playtime: The child will walk with or stay near the adult on duty to discuss their behaviour. They may also be required to spend time in lunchtime reflection.
- At Lunchtime: The child will attend a reflection session with a member of the SLT. A Lunchtime Reflection Form will be completed, and the class teacher will inform the parent/carer at the end of the day.

Further Intervention

If negative behaviours persist during playtime or lunchtime, the case will be reviewed in a Behaviour Strategy Meeting, and a personalised support plan will be implemented. This may include:

- BIO Club – a structured indoor lunchtime provision
- Playground Zoning – specific areas assigned for play
- Targeted Support – individual or small group time with an adult

Report Card - A child will be placed on a report card if they are sent to a paired class or Reflection twice in one week. The report card must be reviewed daily by a member of the Senior Leadership Team (SLT) and signed by a parent/carer. At lunchtime, the child must check in with the SLT member on Reflection duty at the beginning and end of the break.

If a child is sent to Reflection while on report card, they will lose outdoor lunchtime privileges for the remainder of the week and remain on report card for an additional week. Continued incidents may result in a lunchtime suspension.

The child must show clear behavioural progress to be taken off the report card. If no improvement is observed, the SENCo and/or external agencies will be consulted for further support.

Suspension or Permanent Exclusion

In line with statutory guidance from the Department for Education (DfE), a suspension or permanent exclusion may be considered when a child's behaviour is of a serious nature, and other strategies have been exhausted or are deemed inappropriate given the context of the incident

A suspension or permanent exclusion may be applied in the following circumstances:

- A serious breach of the school's Behaviour Policy has occurred.
- There is a risk to the safety or wellbeing of pupils or staff.
- There is persistent threatening and/or dangerous behaviour.
- A one-off serious and significant incident has taken place.
- The learning of others is persistently and significantly disrupted.

The number of days for a suspension will be proportionate to the seriousness and/or persistence of the pupil's behaviour and the risk posed to the safety and welfare of pupils and staff. Persistent or repeated breaches of the school behaviour policy, as well as threatening or dangerous behaviour, may result in a longer fixed-period suspension on subsequent occasions.

All suspensions and exclusions are authorised and reviewed by the Headteacher and follow the legal processes outlined in the *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (DfE, July 2026).

Parents or carers will be fully informed, and appropriate reintegration meetings and support plans will be arranged to support a successful return to school, where applicable.

"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school."

— **DfE Guidance, July 2026, p.11**

"The decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school."*

— **DfE Guidance, July 2026, p.13**

Child on Child Abuse

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal or physical abuse, which includes name-calling and sexist comments.

Keeping Children Safe in Education 2026 (page 51) outlines what constitutes child on child abuse.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as nudes or semi-nudes.

All staff at Southglade Primary School are aware that children can abuse other children and that this can take place in school, in the community and online. Staff receive regular training about indicators of child-on-child abuse and how to report concerns.

All staff and pupils are encouraged to challenge and/or report this behaviour. Any concerns raised will be considered on an individual basis, taking into consideration the age and development of the children involved, and the nature of the behaviour displayed.

If incidents of Child-on-Child abuse occur we will:

- Ask the child/children to apologise to anyone the comment was directed at
- Log as a safeguarding concern
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Consider if a consequence for their behaviour is needed
- Contact parents / carers if necessary
- Liaise with support services to access additional advice

Our RSE curriculum covers what healthy and respectful behaviour towards one another looks like.

More information can be found in our Child on Child Policy.

Protected Characteristics

Our school is committed to promoting equality and respecting the differences that make each of us unique. In accordance with the Equality Act 2010, we do not tolerate discrimination, harassment or victimisation based on any of the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. All children have the right to learn in a safe, supportive environment free from prejudice and bias. We teach and encourage respect for others through our curriculum, assemblies, and daily interactions, helping pupils understand the importance of kindness, fairness, and celebrating diversity.

Reasonable Adjustments to this Policy

School recognises that some children may display behaviours that do not align with the steps outlined in this policy. In such cases, a flexible and individualised approach will be required to ensure the child's needs are met in a supportive and inclusive manner.

Where appropriate, the SENCo will be involved in assessing the child's needs and developing tailored strategies. The following adjustments may be implemented:

- Individual Risk Assessments – to identify potential triggers and outline proactive strategies to reduce risk.
- Individual Handling Plans – to ensure safe, consistent responses to challenging behaviour, including de-escalation and physical intervention procedures where necessary.
- Individual Behaviour Plans – to set personalised goals, track progress, and outline support strategies tailored to the child's specific needs.
- A behaviour log form will be completed for persistent low level behaviour

These reasonable adjustments reflect the school's commitment to inclusion and are developed in consultation with parents, carers, and relevant professionals where appropriate.

Pupil Responsibilities

Children are expected to understand and follow the behaviour policy and school RESPECT code of conduct.

Children are expected to walk sensibly around school using quiet voices.

Children are expected to demonstrate a positive attitude to learning and good behaviour for learning.

Children are expected to bring the correct equipment to school including a PE kit and reading diary.

Children are expected to wear an appropriate school uniform. Reasonable adjustments relating to SEND will be made on an individual basis in agreement with the SENCO.

Children are **not** to wear any jewellery other than stud earrings and a watch. Smart watches are not permitted.

Children are not to wear make-up, including nail polish and false nails.

Children are not to bring any other items, including mobile phones and fidgets, to school unless requested by the class teacher or reasonable adjustments are in place.

Children are encouraged to be honest about issues that may be concerning them at home or at school and may be affecting their behaviour to learn.

Staff Responsibility

Children will always be greeted in a friendly and respectful way.

All staff will be positive role models. They will look smart, speak in a respectful way to each other and to the children, model the use of good manners and model positive behaviour always.

All staff will be punctual.

All staff will follow the Behaviour policy and be very clear with the children their reasons for having to use the procedures outlined above.

All staff will explain to children why they are using the behaviour procedures so that everyone is clear about the reasons why.

Staff will provide good quality resources in a stimulating organised learning environment.

Timetables will be explained at the start of the day and visual timetables will be displayed in all classes. Identified children may have an individual visual timetable or a Now and Next board.

Parent Responsibility

Parents will bring children to school on time.

Parents must be respectful at all times to all members of the school community and model respectful behaviour.

Parents are expected to model positive behaviour during school assemblies and performances. Mobile phones should be on silent/turned off and noise levels kept to a minimum. Infants and babies who are upset should be taken out.

Children should be sent to school with appropriate equipment: reading books and diaries, PE kit, appropriate dress for the weather and the correct school uniform, including shoes.

Children are not to bring any other equipment to school unless requested by the class teacher. E.g. toys, balls, fidgets and squishes, mobile phones.

Parents are expected to attend parent's evenings and any discussions about their children to get to know about their child's life at school.

Parents are to support their children in all homework set.

Parents are to support the school's policies and guidance for behaviour to ensure a safe and happy school.

Parents are asked to share worries and concerns in a respectful manner with the appropriate member of staff.

Behaviour Chart

Step 1	Celebrate the Positives!! E.g. verbal praise, house points, 'True Southglader' chart, Star of the Day, stickers, Comms Hub Badges, class reward system, sharing work with others.	Showing RESPECT. Following instructions. Demonstrating a learning value. Being kind to others. Joining in with learning. Trying their best
Step 2	Positive Reminder. E.g. "****, I need you to... thank you" Or indirect reminder by praising a child who is doing the right thing.	Deliberately not following instructions. Deliberately not listening / talking when other adults / children are. Deliberately not following the code of conduct. Not attempting to join in with learning.
Step 3	Verbal Warning. E.g. "****, this is a warning. I need you to..., otherwise if it continues you will have to go to the Thinking Space."	Continue to deliberately not follow the code of conduct. Deliberately being unkind to others, including name calling and teasing. Deliberately disrupts learning, including talking loudly, interrupting others, banging / kicking school property. Deliberately disrupting teaching including shouting out, talking when other children or adults are.

Step 4	Thinking Space (Time for Reflection) Time for self-reflection to reflect on how they have been behaving and think about how they are going to change it. Each Thinking Space will have a copy of the Zones of Regulation	The above behaviours continue even after a verbal warning.
Step 5	Sent out of class (Internal Isolation) Sent to another class for the remainder of the session or for the rest of the day / next day. Expected to complete learning. Lunchtime with a member of SLT (in some instances) A sent out of class / serious incident form is completed Parents are informed.	Behaviour continues to be disruptive and threatening and all other warnings and sanctions have been tried. Leaving the classroom without permission. Use of inappropriate language including swearing. Behaviour escalates quickly and staff are concerned about dangerous and /or threatening behaviour. Child requires RPI or the rest of the class have to be moved out of the classroom due to dangerous and /or threatening behaviour.

Report Card

Report cards will be checked by a member of the Senior Leadership Team and signed by a parent / carer at the end of each day.

Progress needs to be evident before the child can come off the report card. In cases where the report card is not having an impact on changing behaviour patterns, advice will be sought from the SENCo and/or the Behaviour Support Team.

The above behaviours continue over a week.

Child is sent to a paired class twice in a week they will be put on report card.

Playground Behaviour Chart

Step 1	Verbal Warning Reminder of why the behaviour is not acceptable and the consequence if it continues. Child given the opportunity to make the right choice.	Deliberately not following instructions. Deliberately being unkind to others, including name calling and teasing. Deliberately not following the code of conduct. Not playing in a safe way e.g. play fighting.
Step 2	Monitoring Period Observe behaviours to ensure verbal warning was followed.	
Step 3	Reflection A) at playtime stand / walk around and reflect with the adult on duty. B) At lunchtime sent inside to the member of SLT on reflection. A lunchtime reflection form will be completed and the class teacher will inform the parent at the end of the day.	The above behaviours continue even after a warning and monitoring period. Behaviour escalates quickly and staff are concerned about dangerous and threatening behaviour. Deliberate physical assault on another child causing harm or injury including shoving, pushing, kicking, punching or throwing objects aimed at them. Use of offensive language deliberately directed at another person including swearing.

Lunchtime Dinner Hall Behaviour Chart

Step 1	Celebrate the Positives!! E.g. verbal praise, house points, table points, Comms Hub badges by SLT staff member	Showing RESPECT. Following instructions. Demonstrating a learning value. Being kind to others. Being helpful Speaking in a quiet voice
Step 2	Positive Reminder. E.g. "****, I need you to... thank you"	Deliberately not following instructions. Deliberately not listening / talking when other adults are giving instructions Deliberately not following the code of conduct. Deliberately making a mess and being disrespectful
Step 3	Verbal Warning. E.g. "****, this is a warning. I need you to..., otherwise if it continues you will have to go to the Thinking Space."	Continue to deliberately not follow the code of conduct. Deliberately being unkind to others, including name calling and teasing. Deliberately disrupts the dinner hall including talking or shouting loudly, interrupting others, throwing food, leaving seat, running. Continuing to not listen when asked to stop talking.

Step 4	Thinking Space (Time for Reflection) Time for self-reflection to reflect on how they have been behaving and think about how they are going to change it.	The above behaviours continue even after a verbal warning.
Step 5	Sent out of dinner hall Sent to a lunchtime reflection for a period of their lunchtime Expected to complete a reflection form Class teacher will inform parent / carer at the end of the day.	The above behaviours continue even after time in the Thinking Space. Behaving in a violent fashion. Use of inappropriate language including swearing.