



# Cross Farm Infant Academy

## *Behaviour Management Policy*

**Approved by:** Academy Council

**Date:** Autumn 2023

**Last reviewed on:** Autumn 2023

**Next review due by:** Autumn 2024

Cross Farm always strives for behaviour to be exceptional. We “Shine the light on the good” with a greater emphasis on empowering the children to express their emotions openly so that they can be discussed and managed before unexpected behaviours are seen.

Our behaviour policy has been created with our Air values and academy values:

- Making the most of every day
- Be the best ‘you’
- Care for each other

### **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools advice for headteachers and staff](#)
- [Searching, screening and confiscation at school](#)
- [School suspension and permanent exclusions](#)
- [The Equality Act 2010](#)

- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online

This policy complies with our funding agreement and articles of association.

## **Definitions**

**Low Level Disruption** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Unexpected Behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

## **Positive Reinforcement**

'Shining the light on the good' Throughout a child's time at Cross Farm we will be supporting and recognising all the good choices children make. We use positive reinforcement to support children in recognising these good choices. These will be by:

- Awarding Stars

- Praising a child explicitly saying why that was a good choice.
- Star of the week
- Responsibility – providing children with additional responsibilities throughout the day.
- Sharing with the Academy Head
- Lunchtime awards.

## Rewards

**Star of the Week awards** will continue to be presented weekly in assembly for 2 children from each class who have displayed our Academy values during the course of their learning and choices throughout the week. Photographs to be taken of child with certificate and certificate to be sent home with child and also reported on Tapestry in case certificate is lost in transit. Children who are star of the week also earn 5 points for their star charts.

## Star Charts (Bronze-Silver-Gold-Star +)

Star charts are used to support children in making good choices and to reward learning and behaviour. Children can collect points up to 100/200/300 + and can be awarded a certificate at each point. Children can be awarded a SPARKLY STAR for amazing learning and behaviour that is above and beyond what was expected. They will receive a sparkly star and they will earn 5 points on their chart. All staff are able to award points/ticks/stars to children and it is the children's responsibility to gather and record their points independently. In EYFS staff may wish to work in blocks of 10 as this helps with numerous maths skills linked to 10 whilst in Year 1 and 2 staff may choose to use the existing charts in blocks of 100.

## Class Rewards

“Stars in a Jar”

Every half term each class will set their own class target and reward. This will be linked to the school's routines and expectations with the aim for the whole class to collaboratively work toward earning 20 stars in the jar. Once 20 stars have been earned the class will have the agreed class treat as a reward.

## Lunchtime award

The lunch team will award a child each week from each lunch table based on which children are showing exemplary behaviour at lunchtimes in the Academy hall and out on the playground.

## Zones of Regulation

The Zones of Regulation (ZoR) is a package of support that empowers children and staff to take a greater look at the “why” behind behaviours and emotions and then tries to address these feelings and reactions by teaching the children different strategies and techniques which they can employ when they are beginning to feel a certain way. The children will in effect be given a “toolkit” of skills that will enable them to self-regulate their emotions and to be able to express openly how they are feeling and to be able to identify what their triggers are.

The ZoR operate across 4 colour banded zones; Blue, Green, Yellow and Red. Each colour represents a group of emotions and allows children to identify with a colour as well as an emotion, thus simplifying the need for high level vocabulary. It is much easier for a child to say they are feeling a colour than for them to be verbalizing an emotion; it is then up to the supporting adult to do the leg work to find out why.

**Blue Zone** emotions are typically low-level states of alertness such as being tired, bored, sad or feeling unwell.

**Green Zone** emotions are our optimal zone where children are well regulated and are ready to learn. Typically, a child who is feeling Green will be happy, engaged, calm and following clear social cues.

**Yellow Zone** emotions are when a child is beginning to move into a state of heightened alertness. Children may be stressed, anxious, worried, excited, feeling silly or confused and they can also be described as wiggly, squirmy or seeking sensory feedback. In this zone children are beginning to lose control.

**Red Zone** behaviours are when a child is in a high state of alertness and are expressing very intense emotions. These may include anger, rage, panic, fear or elation. At this point children tend to have lost control and their behaviour becomes impulsive. A Red Zone response tends to be manifested in behaviour such as hitting, kicking, self-harm, shouting etc. These are known as **Unexpected Behaviours** as they are not predictable; they are a reaction to a trigger.

The ZoR curriculum is a linear system where all colour zones and emotions are **valued equally**. This is vital as this underpins the entire ZoR system where we are openly encouraging the children to verbalize and express how they are feeling visually using the zones, rather than in their physical actions when often it is too late. We want children to express that they are feeling **Blue, Green, Yellow** or **Red** so that an adult can address the child's feelings before they react in an **unexpected** way which will result in them getting into trouble.

The ZoR process is all linked to self-regulation and empowering the children to become more aware of their own emotions and how they display and regulate these in an appropriate and controlled way. By giving the children a "toolkit" of strategies and techniques, they can use when they are feeling in a state of heightened alertness, they will then become more adept at managing their own triggers and behaviours.

When displayed in class the zones will be placed side by side with all children starting the day in the Green Zone before they begin to interact with the zones. The basic structure for the ZoR display must be consistent across the Academy, but the language used and supporting images may vary in line with the children interacting with the zones; in effect an EYFS display may look very different to a Year 2 display but will be used in the same way.



During the day children may move freely from zone to zone depending on how they are feeling. As a result, it becomes imperative that the ZoR board is monitored carefully so that if a child is feeling **Blue, Yellow** or **Red** an adult is then able to address these emotions through a restorative conversation. By having this open discussion, we would hope to be able to deescalate the heightened state and return the child to the **Green Zone**.

### **Supporting behaviour**

Step 1: If a child is not showing expected behaviour then a child will be reminded of the expectation on behaviour at Cross Farm. The child is then given the opportunity to change their behaviour.

Step 2: If a child continues to not show expected behaviour then they will receive a verbal warning next a will have a 5 minute time out at playtime/lunchtime to reflect on their behaviour and to discuss strategies linked to the zones of regulation.

Step 3: If a child continues to make the wrong choices then an unexpected behaviour letter will be issued, parents informed and 15 minutes of playtime/lunchtime will be missed to discuss strategies for managing their emotions/behaviour.

Examples of the behaviours shown below are unexpected behaviours that would be classed as immediate unexpected behaviours and will be managed as Step 3 instead of starting at Step 1.

<b>Examples of behaviours – this is a guide only and depending on the severity, may go straight to a warning level</b>	
<b>Low Level Disruption - Verbal Warning (5 mins time out )</b>	<b>Unexpected Behaviours (15 mins missing playtime)</b>
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Lack of respect to adults</li> <li>• Shouting out Swinging on a chair</li> <li>• Arguing back</li> <li>• Spoiling others' games</li> <li>• Attention seeking</li> <li>• Teasing</li> <li>• Disturbing the learning of others</li> <li>• Unkind comments</li> <li>• Not following instructions</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Stealing</li> <li>• Racist/Homophobic comments</li> <li>• Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others</li> <li>• Demeaning behaviour</li> <li>• Spitting</li> <li>• Deliberate damage to property</li> <li>• Bullying</li> </ul>

Consequences are important as there **must** be impact for inappropriate behaviour, so it is vital that the child receiving a **verbal warning** or showing an **unexpected behaviour** at whatever level is given time to reflect on their actions.

### Unexpected Behaviours

- Behaviours such as Persistent disruption, verbal dissent, physical actions, bullying, racist incidents or other serious incidents are known as **Unexpected Behaviours**. After a discussion with a DSL/SLT **Unexpected behaviours** may be recorded on CPOMs (Child Protection Online Management System)
- **Unexpected Behaviour** will be managed in the following way:
  - Begin process by adult issuing **Unexpected Behaviour letter** completing the restorative conversation with the child and recording the conversation.
  - Telephone parent of child displaying **Unexpected Behaviour** to explain what has happened. Please record any conversations with parents. (form available in Behaviour file on server).
  - Please also inform parents if their child has been subject to another child's **Unexpected Behaviour**.
  - If the behaviour has not actually been witnessed by an adult, then a statement should be taken from the child and any witnesses – this should be in the witnesses own words – as dictated or written by the child themselves. It is important that we listen to both sides. Contact a member of SLT for advice.
  - Do not send an **Unexpected Behaviour** letter home if the incident cannot be satisfactorily investigated. In this case a draft red letter is to be completed and sent to the Academy Head/Leadership Team. Please seek advice from SLT with regard to children with SEND before issuing a letter.
  - Once investigation has been completed, copy the **Unexpected Behaviour** letter and send a copy home and give the original to Wellbeing lead for monitoring.

**Low level disruption - Verbal warnings and Unexpected Behaviours** should continue to be recorded on the weekly behaviour monitoring sheets which should be then passed on to the Wellbeing lead on a Friday afternoon. These no longer need to be displayed in class as this serves no real purpose except to exemplify poor choices and create unnecessary focus on a behaviour that has already happened. The focus of the policy is to look at the why behind the behaviour so that it can be avoided in the future and then enable to child to move forward to a positive emotional state. Any changes in behaviour are discussed with parents and recoded as yellow or red on individual school reports each term.

## Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy available [here](#).

## Child on Child, Sexual Assault and Sexual Violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Academy's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Time out
- Internal Exclusion
- Fixed Term Exclusion

Fixed Term Exclusions are conducted in line with the DfE's latest guidance for School Suspensions and Permanent Exclusions. <https://www.gov.uk/government/publications/school-exclusion>

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [here](#).

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil

who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy available [here](#) for more information on responding to allegations of abuse against staff or other pupils.

## **Roles and Responsibilities**

### **The Academy Council**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Academy Head**

The Academy Head is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Behaviour Lead**

Seamus Lynch is our Behaviour Lead. Seamus monitors behaviour weekly using the weekly behaviour monitoring sheets and looks for trends in the information. Monitoring for children who receive unexpected behaviour letters is completed weekly and if children receive 3 or more letters in a term a behaviour plan will be completed and shared with parents/carers to support the improvement of behaviour.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs where necessary (Child Protection Online Management System)

A DSL/the senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their class charter
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **Physical Restraint**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

**Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach approach.**

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND, the academy will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council guidance 'Touch and the use of restrictive Physical Intervention When Working with Children and Young People' provides further detailed information.

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Academy Council annually. At each review, the policy will be approved by the headteacher.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- KITE Restrictive Physical Intervention policy



Name of Individual

Class

Reason for letter (please tick appropriate box)	
PERSISTENT DISRUPTION	
PHYSICAL	
RACIST INCIDENT	
VERBAL (incl. swearing)	
BULLYING	
OTHER	
Date, Time	Place of incident (circle):
	Playground
	Classroom
	Other:
Restorative Questions	
What happened?	
What were you thinking/feeling at the time?	
What have you thought about since?	
Who has been affected by what you have done and in what way?	
What do you think you need to do to make things right?	
What could you do next time to try and stop this from happening again?	
Name of Adult who dealt with the incident:	
Is action required by the Head Teacher?	
Class Teacher Signature	
Head / Deputy Head Signature	
Child spoken to by:	

Copy given to: PARENT / WELL-BEING LEAD



## ZONE BOARD MONITORING SHEET

CLASS:

WEEK BEG:

GOLD STANDARD	LOW LEVEL DISRUPTION (5 MINS TIME OUT)	UNEXPECTED BEHAVIOUR (15 MINS TIME OUT)	
		PERSISTENT DISRUPTION	VERBAL (incl. swearing)
		PHYSICAL	BULLYING
		RACIST INCIDENT	OTHER (EG RESPECT)

## Appendix 3 – Ladder of Consequences

### Step 1

If I am making good choices my teacher will give me a warning.  
I know that there will be consequences if I continue to make the wrong choices.

### Step 2

I will be given a verbal warning I need to  
think carefully about my behaviour.

### Step 3

If I do not calm down and continue to make the wrong behaviour choices, I will be asked to move to a Time Out for 5 minutes, where I will be asked to think about my behaviour.  
Privileges will be taken away from me. I will need to catch up with the learning I have missed.  
My behaviour will be recorded on the class zone sheet.

### Step 4

If I continue to make the wrong behaviour choices, this is an unexpected behaviour. An unexpected behaviour letter will be completed, and I will be required to think about how I can change my behaviour. A letter will be sent home to my parents/carers.  
I will lose 15 minutes of playtimes  
I may be taken to another class to work.  
My behaviour will be recorded on the class zone sheet.

If I continually make the wrong choices and I have been on red three or more times in a week, or I am regularly on red, I will be placed on Step 5

### Step 5

The Headteacher will complete a Success Contract and targets for my behaviour will be set.  
My behaviour will be monitored, recorded daily and shared with my parents.  
I will lose some of my playtime (to be decided by SLT / dependent on incident)

If I do not meet my targets, I will be placed on Step 6

### Step 6

I will have a behaviour contract set and I MUST keep my targets. I will lose some of my playtime (to be decided by SLT / dependent on incident)

If my behaviour does not improve, I will be placed on Step 7

### Step 7

My parents will be informed by letter that I am not allowed to be taught in class. I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 8 then 9

### Step 8 & 9

My parents will be informed by letter that I am not allowed to come to school for a set period of time. This will be on my school record forever.  
I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 10

### Step 10

My parents will be informed by letter that I am not allowed to come back to Cross Farm Infant School. This will be on my school record forever.