



**The Park Federation Academy Trust
Iver Village Infants Academy**

**Positive Behaviour Policy
2026 - 2027**

Signed by the Principal on behalf of the Academy Council (Local Governing Body)	K A Wright
Date of review - amendments	September 2026
Date of approval	
Date of review	

Review Date	Reviewed by	Changes
May 2023	Head Teacher	Peer on peer changed to child on child Expectations of teachers Suspension information updated
July 2023	Kate Sibley	Removal of Recognition board Addition of Dojo rewards Recording on CPOMS not Arbor
July 2024	Kate Sibley	Changed Infant to Academy
April 2025	Kelly Wright	Update wording on stages of behaviour Inclusion of child version stages of support and revision of reflection form
July 2026	Kelly Wright	Added values to behaviour expectations
July 2026	Kelly Wright	Reformatted layout and added awards linked to values
August 2026	Kelly Wright	Added Anti-Bullying strategy

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1 Introduction and Vision

Introduction

At Iver Village Infant Academy, we maintain clear expectations for behaviour that apply across all school settings and activities. We believe every individual has the right to learn and work within a safe, calm, purposeful, and happy environment where personal aspirations are respected and valued. Our boundaries, rules, and consequences are clear, fair, consistent, and developmentally appropriate for young children. We foster positive, caring attitudes across our diverse community, celebrate achievements at all levels, and encourage everyone to take personal responsibility for their choices and relationships. This policy is reviewed and shared annually with staff, parents, and carers, and remains permanently accessible on the school website.

Vision Statement

At Iver Village Infant Academy, our goal is to nurture confident, articulate, and lifelong learners who are ready to excel in their next steps and beyond. By the time our children complete Year 2, they leave us as ambitious, knowledgeable, creative, and responsible leaders of their own learning journeys. Built on a foundation of trust and rich in opportunity, our tailored education empowers every child to meet or exceed national standards. We inspire our pupils to reach their full potential as proud, capable individuals who make a positive impact on their community and the wider world, confident in the knowledge that they can achieve anything they set their minds to.

2. Core Principles and Safety Commitments

We prioritise every child's well-being, safety, and future by offering high-quality educational experiences that foster cooperation and collaboration. Our curriculum is aspirational, challenging, diverse, and memorable. Our core values—Caring, Learning, Growing, Ready, Respectful, and Safe—are fundamental to school life. These

values are taught explicitly through dedicated learning and implicitly through daily routines and school ethos. They are deeply embedded within our academic curriculum and wider school culture, ensuring all children develop a secure understanding of them. All staff and adults model these values in every interaction, creating a supportive environment where children naturally embody these principles.

Our values underpin who we are and how we learn. Each half term we focus on a new value and share our experiences.					
We care, we learn, we grow. We are ready, respectful and safe.					
<u>Caring</u> We use our hands and our words to be kind, making sure everyone in our school family feels happy and cared for.	<u>Learning</u> We dive into every lesson with a resilient attitude, using our curiosity to discover something new every day.	<u>Growing</u> We celebrate every small step we take, however big or small, building on our self-belief so we can all reach our full potential.	<u>Ready</u> We show up with smiles and open minds, prepared and excited to take the next step in our learning adventure.	<u>Respectful</u> We listen to each other and celebrate the different cultures and stories that make our school so special.	<u>Safe</u> We look after one another and our school, creating a secure space where everyone is protected and cared for.
Caring 	Learning 	Growing 	Ready 	Respectful 	Safe 

Our Commitment to Safety

Iver Village Infant Academy is unwavering in its commitment to providing a safe, healthy, and secure learning environment for all children, staff, and visitors. We foster a proactive culture of safety through rigorous safeguarding measures, ensuring strict, up-to-date child protection protocols are maintained. We ensure our grounds and classrooms are well-maintained, secure, and continuously risk-assessed. We actively teach our children how to stay safe, both physically and online, while encouraging open communication so every child knows their voice will be heard. Furthermore, we maintain total vigilance by training all staff to uphold the highest standards of safety, health, and adult conduct at all times.

3. Attitudes, Expectations, and Personal Development

High Expectations and School Rules

We maintain high expectations for behaviour and support children in understanding the impact of their choices. Good behaviour and positive achievements are developed through clear modelling, explicit teaching, consistent support, and timely recognition. Adults and pupils adhere to our six central school rules: Ready, Respectful, Safe, Caring, Learning, and Growing. Incidents of misbehaviour are investigated promptly, and children receive structured support to understand and correct their actions. Behaviour trends are regularly monitored and analysed through a whole-school approach.

Personal Development and Communication

We provide a safe and welcoming environment where pupils develop into active, responsible citizens. We recognise that children's behaviour is a form of communication influenced by underlying social, emotional, or developmental factors. To ensure every child is understood and supported, staff are trained in Emotion Literacy Support Assistant (ELSA) frameworks, Emotion Coaching, and Trauma-Informed Practice. By building strong, trusting relationships, we work collaboratively with families to help children navigate personal challenges and thrive. Classrooms supplement our core rules with personalised, co-created class charters that cater to the specific needs of each cohort.

Developing Core Personal Skills

We systematically teach key personal development skills across our curriculum and school routines, aligning them

with our core values.

Personal Development Skills	Links to Our School Values	IVIA Examples
Independence: Practising getting themselves dressed for PE or outdoor play, managing their belongings, and using cutlery properly at lunch.	Ready	Serving own salad and dessert at lunch time, AR quizzes when ready
Resilience: Encouraging a growth mindset , where they see mistakes as part of learning and try new or challenging activities without giving up.	Growing	Going for Greater Depth Maths questions
Social skills: Learning to take turns, listen to others' opinions without interrupting, and using good manners (e.g., please, thank you, excuse me).	Respectful	Board games Breakfast club Assembly values Diversity day GRT day
Celebrating self and others: Understanding that all families and people are different, and valuing those differences (Mutual Respect).	Respect	Loud and Proud EYFS Diversity Day
Self-regulation: Using tools like a "Zones of Regulation" system to recognise and manage their own emotions and understand the importance of The Rule of Law through school rules.	Safe	Zones of regulation in classes British values assemblies Weekly safety assembly
Digital Safety: Knowing simple rules for keeping safe online and who to talk to if they see something that makes them feel uncomfortable.	Safe	Safeguarding Assembly Online safety
Empathy: Taking on classroom responsibilities like a 'Friendship Monitor' or helping a classmate who is upset, showing concern for the feelings of others. Links with sustainability in our community and world	Caring	Kindness buddies Safeguarding assemblies
Citizenship: Participating in charitable activities, like collecting for a local food bank or raising money for a cause, to understand their positive role in the wider community. Support many charities	Caring	Sponsored pancake race Action aid, MacMillan, Red nose day GRT awareness day
Communication: Developing strong oracy skills —being able to articulate their ideas, thoughts, and feelings clearly in full sentences. Focus on oracy across lessons.	Learning	Helicopter Stories Pobble partner talk Attendance ambassadors Star speakers ELSA Makaton
Decision-making: Engaging in Pupil Voice activities, like voting for a School Council representative (Democracy), or choosing a class story. Various pupil voice groups.	Respectful	Nursery story vote 5 pupil voice groups - Sports council, School council, Kindness buddies, Attendance ambassadors, Eco warriors

Confidence: Providing opportunities for children to lead small activities, share their 'home news,' or present their work to the class.	Growing	Star speaker Oracy focus in class
Healthy living: Understanding how to keep their bodies healthy through physical activity and making healthy food choices, and knowing who to ask for help with worries (Mental Health and Wellbeing).	Safe	Sustainability focus, weighing food wastage, healthy eating poster to colour, mental health team, eco warriors

4. Promoting Positive Behaviour and Rewards

Positive Reinforcement Strategies

When a child struggles to make positive choices, staff use proactive strategies to redirect focus. Techniques such as "catch them being good" shift attention from negative behaviours to positive achievements, in line with established Educational Endowment Foundation (EEF) guidance on effective behaviour management in schools.

Individual and Whole-Class Rewards

Rewards are tailored to the age and development of our infant pupils, clearly displayed in classrooms, and consistently applied by all staff.

For Collaborative Rewards, classes work together to maintain high standards of organisation, eco-friendly habits, and learning behaviours under "The Bear Necessities" initiative. The winning class each week receives the school bear and five minutes of additional playtime. Weekly class attendance awards also grant additional play opportunities and special class treats for reaching full attendance.

For Individual Recognition, staff provide verbal and written praise, award points, stamps, stickers, and digital Dojo points aligned with our six school values. Reaching specific Dojo milestones earns physical badges:

Bronze at 40 points,
Silver at 150 points,
Gold at 300 points.

For Public and Parental Praise, achievements are celebrated in class, on displays, and during weekly assemblies through "Star of the Week" recognition. Staff regularly communicate positive achievements directly to parents in person, via phone calls, or through written notes home.

5. Correcting Misbehaviour and Consequences

Consequences and Restorative Approaches

Consequences for poor choices must be immediate, brief, predictable, and proportional. They always address the specific behaviour rather than the character of the child. Pupils receive a clear verbal warning prior to any formal consequence, giving them a fair opportunity to correct their actions. All consequences account for a pupil's SEND needs and reasonable adjustments are made accordingly.

We utilise a restorative approach to help young children repair relationships and build emotional literacy, moving away from purely punitive measures. To address instances of misbehaviour, the school applies a structured sequence of measures, beginning with verbal reminders regarding expected behaviour. If misbehaviour continues, staff implement a change of seating within the classroom to assist learning focus, followed by short reflection time or time-out within the classroom, which can progress to a designated partner classroom. Children are guided through restorative conversations and invited to offer written or verbal apologies. Additional steps include timed reflection during break or lunch playtimes, the temporary loss of a future privilege or reward where appropriate, formal meetings involving the child, parents or carers, and senior leaders for persistent or severe incidents, and internal exclusion where a pupil spends structured time working under the direct

supervision of a Year Group Leader or Senior Leadership Team member away from their peers.

Searching, screening, and confiscation of prohibited items.

Staff have the power to search for and confiscate prohibited or harmful items in line with DfE guidance.

Suspensions and Exclusions

For the vast majority of pupils, suspensions and permanent exclusions are unnecessary, as internal support systems successfully manage behaviour. Where all internal interventions have been exhausted, or in response to severe incidents where the safety and learning of others are compromised, suspension may be sanctioned. Permanent exclusion is used strictly as a last resort. All suspensions and exclusions are administered in accordance with current statutory Department for Education (DfE) guidance.

6.Summary and Descriptors: The 5 Stages of Behaviour

To ensure consistent management across the school, staff follow core principles when addressing challenging behaviour. Staff listen attentively to pupils without making immediate assumptions, seeking to address the root causes driving the behaviour rather than solely reacting to the outward action. Staff maintain detailed awareness of individual backgrounds, strengths, and emotional triggers, using success and positive reinforcement to prevent unwanted choices. Staff balance universal fairness with targeted support, maintaining strong, caring connections with all pupils. High-quality, engaging teaching is delivered to minimise classroom disengagement and secondary behaviour issues. Classrooms display the "5 Stages of Behaviour Sanctions and Next Steps" framework so pupils clearly understand expectations and boundaries. Finally, all serious incidents are documented digitally on CPOMS under the appropriate category.

7. Supporting Children with SEMH Needs and SEND

Graduated Response to Social, Emotional, and Mental Health (SEMH) Needs

We recognise that changes in behaviour often indicate underlying Social, Emotional, and Mental Health (SEMH) needs or Special Educational Needs and Disabilities (SEND). We apply a three-tiered graduated response to support these pupils.

At Wave 1 (Universal Support), we deliver Quality First Teaching in all classrooms, incorporating structured routines, explicit PSHE instruction, positive reinforcement, and regular staff professional development.

At Wave 2 (Targeted Internal Support), the Class Teacher, SENCO, and Senior Leadership Team lead early identification of SEMH needs, implementing evidence-based small-group or individual interventions such as ELSA sessions, Lego Therapy, mentoring, and regular progress reviews with parents and carers.

At Wave 3 (Specialist External Support), we secure direct involvement from external specialist services, including Educational Psychologists, Specialist Behaviour Teams, and Family Information Services, managing interventions and progress collaboratively between external professionals, the SENCO, teaching staff, and parents.

All consequences account for a pupil's SEND needs and reasonable adjustments are made accordingly.

Professional Responsibilities and Targeted Plans

Teachers are professionally responsible for establishing a safe, inclusive environment and deploying support staff effectively to meet individual needs. When significant behaviour concerns arise, teachers consult with Team Leaders and follow the structured stages of intervention.

Pupils with specific diagnoses, such as Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD), follow whole-class rules while receiving personalised adjustments. These adjustments are detailed in individual Pupil Support Plans and Provision Maps, created in partnership with parents and reviewed regularly. Pupils also have access to designated quiet spaces, such as the Cherry Room, to self-regulate and settle when overwhelmed.

Use of Reasonable Force and Physical Intervention

In accordance with DfE guidance on restrictive interventions and reasonable force, all school staff possess the legal power to use reasonable force where strictly necessary. Force may only be used to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing damage to property, or maintaining severe disorder that prejudices school safety and learning.

Staff acknowledge that pupils with SEND may display challenging behaviour in response to sensory overload, anxiety, or communication difficulties. Staff use their knowledge of individual triggers to de-escalate situations wherever possible. Force is never used as a form of punishment. Any instance involving physical intervention or reasonable force is recorded immediately by the Leadership Team, logged formally, and communicated directly to parents at the earliest opportunity.

Mental Health Provision

The school actively supports pupils experiencing mental health difficulties through targeted internal interventions, including Quality First Teaching focused on resilience and focus, circle time and structured PSHE lessons addressing empathy and friendship, social stories and Makaton communication tools, 1:1, paired, or small-group ELSA and Lego Therapy interventions, and formal referrals to local authority Early Help services or Child and Adolescent Mental Health Services (CAMHS) via the SENCO and Safeguarding team.

8. Anti-Bullying Strategy

At Iver Village Infant Academy, we define bullying as the repetitive, intentional hurting, harming, or humiliating of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online (cyberbullying). Bullying is not a one-off argument, disagreement, or accidental physical contact, though such incidents are still managed promptly under our general behaviour framework.

Bullying is never acceptable and will not be tolerated. We recognise that young children are still developing their social skills, emotional literacy, and understanding of boundaries. Therefore, our approach combines proactive education, immediate intervention, and robust support for all children involved.

Bullying can take many forms, including:

- Physical: Hitting, kicking, pinching, pushing, spitting, or taking/damaging personal belongings.
- Verbal: Name-calling, persistent teasing, insulting remarks, or threats.
- Relational / Emotional: Deliberately excluding peers from games, spreading rumors, or whispering maliciously to isolate a child.
- Prejudice-Based / Discriminatory: Bullying targeted at race, religion, culture, Special Educational Needs or Disability (SEND), gender identity, or family structures (e.g., Gypsy, Roma, and Traveller communities, single parents, or same-sex parents).
- Cyberbullying: Inappropriate comments, exclusion, or persistent unkindness through digital media or online platforms.

We actively work to prevent bullying before it occurs by creating an inclusive, empathetic school environment:

- Curriculum Integration: Teaching kindness, friendship, and difference explicitly through PSHE, Relationship Education, assemblies, and awareness days (e.g., Diversity Day, Anti-Bullying Week).
- Friendship & Peer Support: Deploying 'Kindness Buddies' during playtimes to promote positive playground interactions.
- Emotional Literacy: Using tools like the *Zones of Regulation*, ELSA sessions, and story-based learning (e.g., Helicopter Stories) to help children understand, articulate, and regulate their

feelings.

- Digital Literacy: Teaching age-appropriate online safety rules so children understand how to be respectful online.

Children are encouraged to use their voice and report any feelings of being unsafe or mistreated. They can speak to any trusted adult, their Class Teacher, or a Mental Health Champion. Parents and carers who suspect their child is experiencing bullying should report it directly to the Class Teacher or Senior Leadership Team.

When an incident of suspected bullying is reported:

1. Immediate Investigation: The Class Teacher or a Senior Leader investigates promptly, listening to all children involved separately, calmly, and without judgment.
2. Logging: All reports and outcomes are logged on CPOMS under the Anti-Bullying category to track patterns and ensure accountability.
3. Action & Sanctions: If bullying is confirmed, appropriate and age-appropriate consequences are applied in line with our 5 Stages of Behaviour.
4. Parental Communication: Parents of both the victim and the child displaying bullying behaviour are notified and kept informed of the steps being taken.
5. Targeted Support & Monitoring:

For the Victim: Immediate reassurance, a clear safety/support plan, and structured check-ins with a trusted adult or ELSA to restore confidence and safety.

For the Child Displaying Bullying Behaviour: Restorative conversations to help them understand the harm caused, targeted interventions (e.g., social stories, ELSA support) to address underlying causes, and ongoing monitoring to prevent reoccurrence.

9. Child-on-Child Abuse and Harmful Behaviour

Zero-Tolerance Approach and Definitions

While low-level or isolated unkindness and peer conflict are addressed through our day-to-day behaviour strategies, and persistent bullying is managed under Section 8, severe or harmful peer-on-peer behaviors are treated strictly as safeguarding matters. Child-on-child abuse is never tolerated, minimised, or dismissed as "banter" or a normal part of growing up. In accordance with statutory Keeping Children Safe in Education (KCSIE) guidance, child-on-child abuse encompasses physical abuse such as hitting, kicking, biting, or physical harm; abuse in intimate personal relationships between peers; sexual violence such as sexual assault or coercion; sexual harassment including unwanted sexual comments, taunts, physical interference with clothing, or upskirting; and harmful sexual behaviour including consensual or non-consensual sharing of youth-produced sexual imagery and initiation rituals.

All staff maintain an "it could happen here" mindset, recognising that young children may not disclose abuse directly. Staff exercise professional curiosity to identify emotional, physical, or behavioural changes, reporting any concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs (DDSLs).

Searching and Confiscation

School staff may search children's belongings for prohibited items. Prohibited items include knives and weapons, stolen items, anything that has been or is likely to be used to cause personal injury or damage to property and any item banned by the school rules such as electronic devices. Confiscated items may be retained or disposed of, depending on the item and circumstances. In most cases, confiscated items would be returned to parents, and stolen items returned to the owner, at the earliest opportunity. Although this has never happened at Iver Village Infant Academy, if dangerous knives or weapons were

confiscated, they would be handed to the police.

Minimising Risk and Addressing Low-Level Behaviours

To prevent serious incidents, low-level inappropriate behaviours are addressed immediately and directly upon occurrence. Low-level behaviours include sexist comments, intrusive physical contact, invasion of personal space, lifting clothing, or derogatory remarks regarding gender. Addressing these actions immediately in front of peers reinforces clear boundaries and demonstrates that inappropriate conduct will not be overlooked.

Pupils are taught age-appropriate reporting routes through Relationship Education, NSPCC workshops, weekly safety assemblies, and classroom Zones of Regulation displays. Children are encouraged to approach safeguarding staff, class teachers, or mental health champions whenever they feel unsafe.

Behaviour Outside of Early Years / Infant Setting

We reserve the right to address and guide misbehaviour outside our premises where it is reasonable and appropriate for children of infant age. Staff may support or address behaviour when your child is:

- Taking part in any setting-organised activity or visit.
- Travelling to or from our setting.
- Wearing our uniform or clearly identifiable as a child in our care.

The Principal may also intervene in instances of misbehaviour at any time if the incident impacts the safety and orderly running of our setting, poses a threat to another child, staff member, or member of the public, or adversely affects our setting's reputation.

Parental Responsibility & Supervision For children of infant age, parents and carers are expected to closely supervise their children at all times when they are not under the direct care of our staff. If misbehaviour occurs at external events, parties, or public spaces, the parent/carer or adult supervising the event holds primary responsibility for managing and guiding the child's behaviour.

Digital Safety & Screen Time We strongly advise parents that infant-aged children should not have unsupervised access to social media, messaging apps, or online gaming environments. Unsupervised access can expose young children to inappropriate content and language, increase the risk of peer conflict, and negatively impact their emotional well-being and sleep patterns.

Reporting, Investigation, and Management Procedures

Any concern or allegation involving child-on-child abuse, sexual violence, or sexual harassment must be handled using a strict statutory procedure. First, the observing or informed staff member logs the concern immediately on CPOMS (or via a signed, dated paper form if digital systems are unavailable) and directly notifies the DSL or DDSL. Second, the victim is reassured, listened to without judgment, and supported, while the alleged perpetrator is separated safely to prevent distress and preserve the integrity of any inquiry. Third, the DSL initiates a formal investigation, recording details. Fourth, the DSL determines whether the matter will be managed internally, referred to local Early Help, escalated to Children's Social Care, or reported to the Police and Local Authority Designated Officer (LADO). Fifth, parents and carers are notified promptly and involved in developing supportive outcomes, provided doing so does not compromise pupil safety, while a formal Risk and Needs Assessment is conducted to safeguard all parties. Finally, proportionate sanctions are applied on a case-by-case basis, ranging from formal warnings and supervised apologies to internal exclusions or permanent exclusions in extreme cases.

Support Framework for Victims and Alleged Perpetrators

All incidents are managed through a safeguarding lens rather than solely as a disciplinary matter.

- **For Victims:** Staff provide immediate reassurance, respect the child's wishes where age-appropriate, and establish tailored safety plans to ensure they feel fully secure at school.
- **For Alleged Perpetrators:** Staff treat the child with appropriate care, listen to their perspective, and conduct age-appropriate educational interventions focused on helping the child understand why their behaviour was unacceptable, addressing underlying causes, and implementing risk management to prevent reoccurrence.
- **For External Referrals:** Where the threshold of significant harm is met, the school makes immediate statutory referrals to Children's Social Care, the LADO, or the Police.

10.Suspensions and Permanent Exclusions

Statutory Framework

Suspensions and permanent exclusions are sanctioned only when all lower-level interventions, behaviour plans, and support strategies have proven unsuccessful, or where an incident of extreme gravity occurs. The decision to suspend or permanently exclude a pupil rests solely with the Principal (or the designated acting leader in their absence).

Process and Reintegration

All decisions regarding fixed-term suspensions or permanent exclusions strictly follow current DfE statutory guidance. Parents are informed immediately in writing, outlining the reasons for the exclusion, its duration, and their rights of appeal. Following a suspension, a formal reintegration meeting is conducted with the pupil, parents or carers, and senior staff to establish a robust support plan for a successful return to school.

See our separate Suspensions and Permanent Exclusions Policy.

11.Collective Responsibilities, Reporting, and Appendices

Collective Responsibilities

Maintaining a positive, safe learning environment requires collective responsibility across the school community. Staff model core values, deliver engaging lessons, maintain consistent boundaries, implement support plans, and log all behaviour concerns promptly on digital systems. Pupils learn and follow the six school rules, respect peers and adults, and speak to trusted adults when concerns arise. Parents and carers partner with the school to reinforce expectations, communicate home or personal changes that may impact behaviour, and support school decisions. Governors monitor the implementation and equity of this policy through regular reporting, safeguarding audits, and statutory reviews.

Allegations Against Staff

Any allegation of abuse or improper conduct made against a member of staff or volunteer working within the school must be reported directly and immediately to the Principal. If the allegation concerns the Principal, it must be reported directly to the Chair of Governors. All allegations are handled in strict accordance with statutory KCSIE guidance and local safeguarding procedures, involving the Local Authority Designated Officer (LADO) where required.

Recording and Reporting

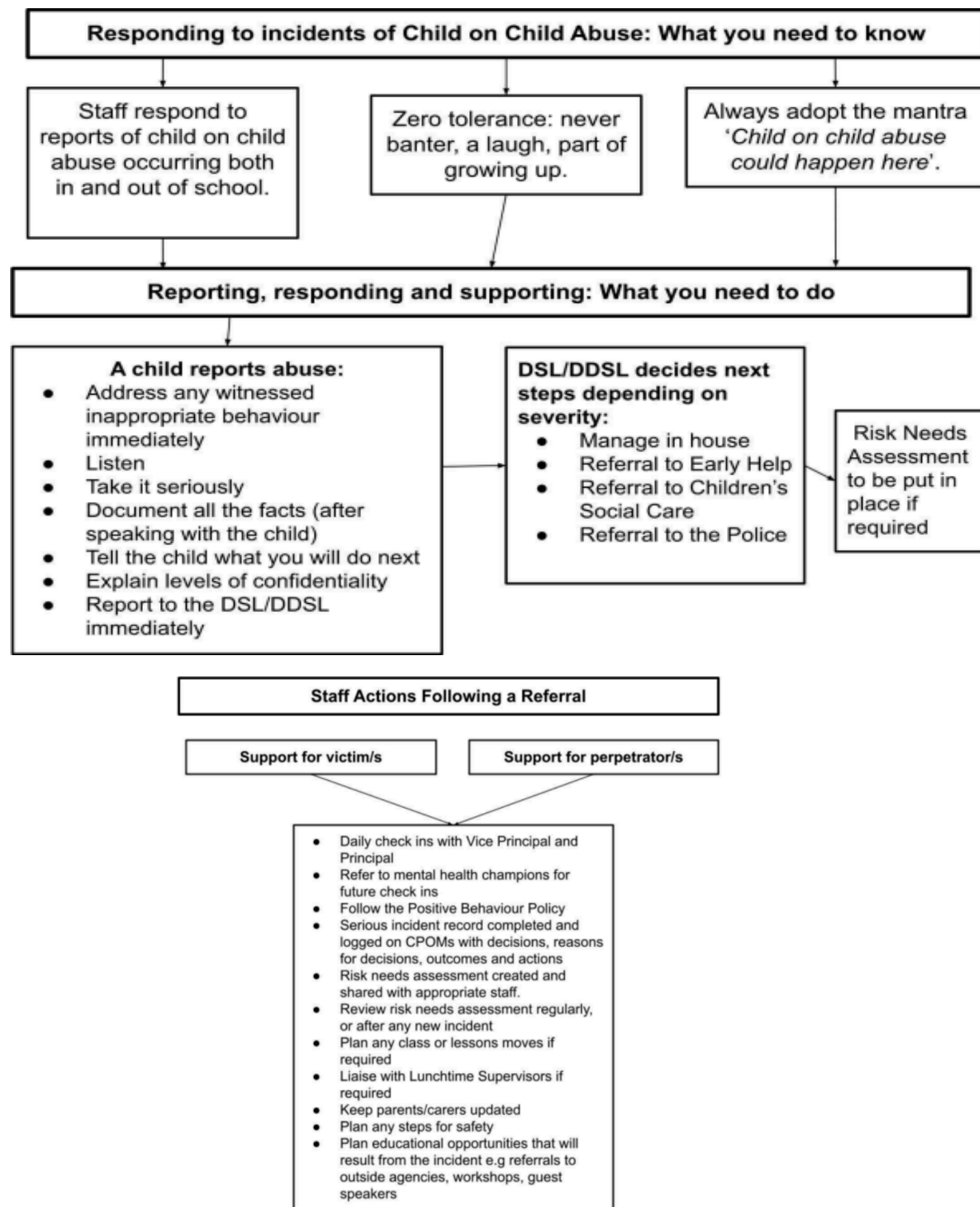
All serious incidents, low-level concerns, and safeguarding disclosures are formally recorded on CPOMS. The Senior Leadership Team regularly reviews digital records to identify patterns, evaluate intervention outcomes, and refine school-wide behaviour strategies.

List of Policy Appendices

Appendix 1: Flow Diagram for Responding to Incidents of Bullying and Child-on-Child Abuse

Appendix 2: 5 Stages of Behaviour Sanctions and Next Steps for Children

Appendix 3: Pupil Reflection Sheet



Responding to incidents of online abuse

Follow reporting procedures as for Child on Child Abuse as shown above. Police and Children's Social Care will be called if necessary.

Remember that we adopt a zero tolerance approach and know that *'it could happen here'*.

- Ask children to save any messages or pictures and not to delete them.
- Ask for phones and devices to be handed over, if in school. This is not as a punishment but to preserve evidence which will help protect the children involved and help to resolve the allegation.
- Switch off devices and inform parents. Store in a safe place.
- **DO NOT OPEN, VIEW OR SHARE ANY IMAGES. THIS IS A CRIMINAL ACT.**
- If devices are at home, call parents immediately and ask for them not to view, open or share any images.
- Ask them to switch off the devices and store them in a safe place/bring into school if Police request for this to be done.

Aftercare:

All actions as above
Provide Internet Watch Foundation Report Remove
toll to parents if no further action from Police, if they have not already provided this to the family.
Continue with Online Safety education in school.
DSL/DDSL to liaise with any outside agencies working with the children and families.

Appendix 2: IVIA 5 Stages of Behaviour Sanctions and Next Steps for Children.

Stage	Good Behaviour	Values	Poor Behaviour	What happens next?
1. Thinking Time 	 • Listening and waiting our turn. • Kind hands and walking feet. • Kind and fair lining up. • Indoor voices. • Focusing on our learning.		 • Not listening. • Shouting out. • Running in school. • Loud voices. • Distracting others.	 • A first verbal warning. • A second verbal warning • Time to discuss and reflect on what to do next time instead.

Stage	Good Behaviour	Values	Poor Behaviour	What happens next?
2. Reflection Break Time 	 • Listening for the first time. • Polite asking. • Kind and helpful words. • Staying with the class. • Building friends up. • Giving healthy space.		 • Not listening to warnings. • Taking things without permission. • Disrespectful comments. • Leaving class without permission. • Name-calling or embarrassing others.	 • Lose whole break time or 15 minutes of lunchtime. • Apology - picture, letter, verbally. • Explain to the teacher how they will change their behaviour. • Sent to a different class if behaviour is repeated again.

Stage	Good Behaviour	Values	Poor Behaviour	What happens next?
				
3. Reflection Lunch Time & Call Home 	- Kind words and making friends. - Staying in class and completing work. - Kind hands and feet.	  	- Deliberately hurting others. - Bullying/cyber-bullying. - Deliberately damaging property. - Making another child feel intimidated, degraded, humiliated, or stopping their learning. - Repeatedly leaving class without permission or not cooperating. - Aggressive physical behaviour towards children and adults. - Unacceptable language or swearing. - Unkind language about how pupils look, behave, feel or where they are from.	- No break or lunchtime all day. - Parent/carers meeting with teachers and Principal. - Apology - picture, letter, verbally. - Explain to the teacher how they will change their behaviour.

Stage	Good Behaviour	Values	Poor Behaviour	What happens next?
				
4. Time Out of Class & Call Home 	- Kind hands and feet. - Kind words. - Helping friends. - Respectful to teachers and in the classroom.	 	- Repeatedly stage 3 behaviour - Repeated behaviour that affects other children's well-being and learning - Fighting and intentional physical harm to other children. - Throwing any object as a weapon to intentionally hurt others. - Rude to staff and pupils. - Stealing and vandalism. - Deliberately acting in a way that could hurt self or others - Persistent bullying. - Child on child abuse - invading another person's private space.	- Spoken to by the Principal. - Internal exclusion is not allowed with peers in class, hall or playground all day. - Meeting between Principal and parents/carers - Apology - picture, letter, verbally. - Explain to the teacher how they will change their behaviour.

Stage	Good Behaviour	Values	Poor Behaviour	What happens next?
				
5. Time out of School & Parent Meeting 	• Being calm and safe. • Looking after ourselves and others. • Looking after the school.	 	• Dangerous behaviour towards self or others. • Complete ignoring all adults. • Verbal/ physical abuse to any staff member or pupil. • Running out of school grounds. • Serious damage or vandalism to school, staff or pupil property. • Child on child abuse - Repeated invasion of another person's private space or touching in an inappropriate way.	• Suspension in line with suspension guidance. • Formal meeting between Principal/ DSL/DDSL and parents/Carers.

*This poster is a summary of the five stages model for managing behaviour expectations in school. For further detail please refer to the Behaviour Policy.

Name: Class: Date:

Where? Circle it.	 playground	 lunch hall	 classroom	 corridor	 toilet	 PE hall	 iRock	 assembly
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How did I feel? Circle it.



Angry



Frustrated



Embarrassed



Confused



Sad/Worried



Scared



Other

Who was affected? Circle it.



Me



Teacher



Pupils

Other.....

Which value was not followed? Circle it.

Caring



Learning



Growing



Ready



Respectful



Safe



What will I do next time? Circle it.



Take a deep breath



Count to ten



Tell an adult



Walk away



Use my words



Ask for help

Other

What will I do now? Circle it.



Say sorry



Show good manners



Be kind



Try my best



Follow instructions

Other.....