



Phoenix Infant Academy
Together We Soar

Name of Policy	Positive Behaviour Policy
Scope of Policy	The behaviour of all pupils within the school
Approved by	Principal
Date of Approval	September 2025
Review Period	Annually
Review Date	September 2026

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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1. Aims

The Positive Behaviour Policy at Phoenix Infant Academy is designed to create an environment where every member of the school community feels happy, secure and safe to learn, fostering a culture of mutual respect. Rather than solely focusing on discouraging negative behaviour, this policy emphasises teaching and reinforcing positive behaviour.

At Phoenix, we hold the highest expectations for student behaviour and make it a priority to recognise, praise and reward positive actions. We recognise the crucial role that feeling safe plays in encouraging social engagement and learning. Our aim is to ensure that every child feels secure within the school and develops trusting, positive relationships with both peers and staff. We are committed to fostering high self-esteem and aspirations for all children in an environment that values and respects every individual.

We approach behaviour from a neuro-diverse perspective, understanding it as a communication of unmet needs or as a defensive response to stress. This understanding shapes our approach to managing and improving behaviour. We expect staff to work diligently to identify the root causes of behavioural challenges and provide appropriate developmental support to help children overcome barriers to full participation in school life.

Parents are a vital part of our school community, and their role in supporting, modelling and reinforcing behaviour expectations is invaluable. We work closely with parents, engaging in partnership to ensure consistent behavioural standards at both school and home.

This policy outlines the core philosophy, purpose, and strategies for managing pupil behaviour at Phoenix. It reflects the school's evolving practices and requires all staff to adhere to its principles while allowing flexibility in classroom implementation.

Through this policy, we aim to:

- Implement a consistent approach to managing behaviour, ensuring that clear boundaries of acceptable behaviour are understood by all pupils, staff and parents.

- Ensure all adults take responsibility for behaviour management and personally follow up on actions, promoting restorative approaches rather than relying on sanctions.
- Support pupils' self-esteem by fostering safe and trusting relationships, using specific praise, and when necessary, applying a system of rewards that recognises effort in both learning and behaviour.
- Create an environment where pupils feel safe and emotionally regulated, enabling them to be polite, happy and considerate of others' feelings.
- Encourage pupils to respect their own and others' property.
- Promote good citizenship and self-discipline through the explicit teaching of emotional regulation, coregulation and providing access to a calm space for self-regulation.
- Foster a positive, calm and purposeful atmosphere where pupils can learn without limitations.

2. Legislation, statutory requirements and statutory guidance

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

on:

- [Behaviour and discipline in schools: advice for Principals and school staff, 2016](#)
- [Behaviour in schools: advice for Principals and school staff 2022](#) [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#) [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 anti-bullying strategy

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

3. Definitions

Phoenix Infant Academy has a positive and inclusive approach to managing behaviour. We recognise that behaviour is a demonstration of communicating and expressing emotions.

We believe that by teaching our children how to express their emotions and self-regulate, we are empowering our future community with the ability to communicate emotions through words and not actions; show tolerance and empathy; think about consequences, and understand the possible further effect of their actions

Misbehaviour 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

Serious misbehaviour 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
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Smoking

Possession of any prohibited items. These are:

Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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:

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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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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

Our anti-bullying policy can be found here: <https://www.phoenixinfants.uk/page/?title=Policies&pid=16>

5. Roles and responsibilities

Our expectations for positive behaviour relate to our school rules; **Be Safe, Be Kind, Be Respectful and Try Your Best.** Everyone at Phoenix expects that the whole school community are treated in this way.

At Phoenix, staff will apply the principles below when interacting with pupils:

- Model behaviour we expect
- Explicitly teach behaviour
- Notice and praise excellent behaviour
- Create an environment that promotes excellent behaviour
- Restore behaviour when needed
- Identify behaviour and support
- Be relentlessly bothered (Paul Dix, When the Adults Change)

6. Phoenix's Approach

At Phoenix, we understand that there is always a reason for dysregulated behaviour. We recognise that for children to exhibit behaviour conducive to learning, they must first be emotionally regulated. Therefore, all discussions about behaviour should only occur once a child is calm and regulated, allowing them to fully understand and reflect on their actions.

Children are taught to understand behaviour through:

- Assemblies
- Positive behaviour reinforcers
- Consistent use of modelling and language by adults

- **Zones of Regulation**

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- Weekly PSHE lessons

We believe that by teaching our children how to express their emotions and self-regulate, we are empowering our future community with the ability to communicate emotions through words and not actions; show tolerance and empathy; think about consequences, and understand the possible further effect of their actions.

Above and Beyond Recognition

Pupils are recognised and explicitly praised for their good behaviour. Class Teachers have flexibility to create reward systems for individuals or whole classes. In EYFS, pom poms are used as a visual representation of demonstrating the School Rules, in KS1 Dojo points are used.

In weekly Celebration Assemblies, Teacher's Special Award and Star of the Week are awarded.

We share excellent behaviour with parents through phone calls, face to face conversations and Dojo messages.

During an Incident

We have a variety of tools to help children regulate throughout the school day.

Zones of Regulation runs alongside all behaviour management techniques. There are four colour zones – blue, green, yellow and red. It is not 'wrong' to be in any zone, it is about how children regulate themselves when they are in a particular zone.

Every child has at least 2 scheduled daily opportunities for self-assessing their own emotions: as they enter in the mornings, and straight after lunch. Our ELSA monitors the morning self-assessment to inform our emotional well-being provision. This includes Play Doh Therapy (EYFS), ELSA (KS1), Lego Therapy, referring to the Social, Emotional, Behavioural Outreach Service and Nurture sessions.

Zones of Regulation areas, found within each classroom, also allow every child to self-regulate throughout the day should they need to outside of these scheduled times. This can either be suggested by an adult or, dependent on age and need, children self-identifying when they need it.

All Zones of Regulation areas:

- Are used to help the child regulate or co-regulate with an adult whenever possible, rather than being used as a form of 'punishment'.
- Maintained to a high standard and reviewed regularly to ensure they meet the needs of the children in that class
- Contain physical and sensory resources, stories and resources to write or draw their feelings

Our primary concern in a behaviour incident is to keep everyone safe. We treat all children, regardless of their regulation state, with dignity and respect. All staff use a consistent script to support children when they are dysregulated, helping to create uniformity and reduce stress and overwhelm for the child.

The following script is used as a guide, therefore making each incident more personalised and genuine:

1. I noticed you are... (having trouble getting started/struggling to stay in class) and I am sorry you are...
2. Remember our rule of...
3. Now, you can (give choices).
4. You have chosen to... (move to the back, sit next to a friend, sit with an adult, do your work at lunch time)
5. Do you remember when you... (received a positive note, shared your work with XX?)
6. That is the child I know, that is the XX I would like to see today.
7. Thank you for listening.

Behaviour Steps

The below emphasises that we use preventative measures to support children's behaviour. The following steps are taken, all of them beyond script 1 end with a restorative conversation and action:

- Preventative measures
- Movement break with an adult
- Script – warning 1
- Script – warning 2
- Script with SLT – warning 3
- Restorative conversation
- Restorative action to take place as soon after the incident as possible
- Parents contacted
- Review internal support and consider referral to external agencies, if appropriate
- Fixed term exclusion
- Permanent exclusion

Prevent

	Routines – Rehearse, Reteach and Remind		Positive Framing - Focus on Desirable Behaviours
	Explicit Praise – Normalise it, Create a Team Ethos – We/Team		Share Your Values - Show You Care

Low Level Disruption

	Pause – Make Eye Contact		Tactically Ignore – “I am looking for...”
	Redirect – Praise Others Explicitly		Non-Verbal/Proximity - Gestures, Signals
	Rule Reminder – Generic, Class-Focused. “In this class, WE...”		Redirect them – Ask a Question, Ask for their Opinion

Repeated Disruption

	Private/Discrete Discussion – Impact and Redirect		Be Assertive, But Supportive
	Clarify Choices, including Consequences		Offer Time in the Zone Area or a Movement Break

Restorative Conversations and Actions

A crucial aspect of behaviour restoration is engaging in restorative conversations. These discussions allow children to reflect on their actions and understand the impact of their behaviour on themselves and others.

Staff are guided by a booklet to facilitate these conversations, with children given the option to express themselves through images or spoken language.

Staff must:

- Use positive body language and tone of voice
- Not take notes to ease pressure on the child
- Not rush the conversation
- Not focus on an apology, the reflection and restore is the most important part of the conversation

- Use their own reflections to support the child
- End the conversation positively



Page 1 of the Restorative Conversation booklet

Following this, restorative actions are implemented. Taking into account the age of our pupils, we have ensured that these actions are developmentally appropriate and tailored to meet the individual needs of each child. Examples of restorative actions may include creating a "sorry" picture, writing a letter or poem, or offering a verbal apology.

Delivering Sanctions With Understanding, Respect and Dignity

Classroom behaviour management is expected to be positive and proactive. For many children, a discrete and simple reminder of expectations is sufficient. These may include:

- Non-verbal cues
- Reminders of the school rules
- Encouragement
- Redirection
- Peer-led initiatives, for example changing seat or group

Any reprimands are dealt with sensitively and discretely. A child's needs are also taken into consideration:

- Verbal discussions about behaviour are done away from other children and/or adults
- Adults do not insist on eye contact
- Adults do not show disapproval through their own behaviour, for example ignoring and/or being distant
- Children are not reminded of previous 'sad' behaviour choices
- Within the wider school context, adults only support in an incident unless specifically asked to. Staff may use agreed prompts to ask staff if they require support – "help required?" or "swap."

Supporting Children with SEND

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:

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- 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.

Our approach to anticipating and removing triggers of misbehaviour can be seen below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Personalised 'grab bags' with sensory items that the pupil is known to respond positively to
- 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 eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Zones of Regulation areas, sensory zones and nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Supporting Children in The Nest

The Nest is our SEND Provision for children with Autism and/or complex needs. In line with their diagnosis/es, the children have speech, language and communication difficulties.

The Nest follow a specially designed Curriculum which includes PSHE. Daily, the children have the opportunity to self-assess how they are feeling using visual and hand-over-hand support. For most children, they are offered a choice of happy or sad. This is adapted when we feel a child can access more complex emotions.

Every child who accesses The Nest has a Risk Assessment and PHP, which are shared with all staff.

As within our Mainstream provision, all sanctions are delivered with dignity and respect. We have high expectations of our children's behaviour in The Nest and have adapted sanctions accordingly:

- Social stories are read to the children and shared with parents when appropriate
- Visual prompts and Makaton are used to reinforce expectations
- Children are encouraged to show they are sorry, this might be through Makaton, high fives or verbally

In instances where all provisions in a child's EHCP have been implemented but we feel we are not meeting their needs, we will liaise with parents and the Local Authority. In all instances, what is best for the child will be at the heart of all decision-making processes.

Extreme Behaviours

Some children may display extreme behaviours for a number of reasons. These children may have Behaviour Support Plans (BSP) and/or Positive Handling Plans (PHP) that contain specific strategies for adults to use.

Where there are incidents of extreme behaviour (please see above for definition), it expedites the Behaviour Steps to be managed by a member of the Senior Leadership Team (SLT).

In all cases of extreme behaviour, staff, including the SENDCO meet to discuss what happened and attempt to understand the foundations of the behaviour.

Restraint

There are staff across the school who are trained in Team Teach. In some extreme behaviour incidents, a child may need to be restrained to keep them and other's safe.

It is important to note:

- Restraint is used as a last resort by trained staff only
- De-escalation techniques are used prior to restraint
- During restraint, adults explain to the child they are “holding them to keep them safe”
- All incidents are logged on CPOMS, which all staff have been trained in
- Parents are informed by SLT

Exclusions

The school can use fixed term and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Permanent exclusion will always be considered a last resort, and the school will make every effort to collaborate with the family to facilitate a managed move to a more appropriate setting, where feasible. Throughout this process, the child's best interests will remain central to all decision-making.

The decision to exclude will be made by the Principal.

7. Physical Attacks on Staff

We consider violence towards staff very seriously at Phoenix and we highly encourage staff to keep themselves and other safe and manage the situation effectively.

- Staff can use measures in line with our Physical Intervention and Positive Handling Policy
- Staff can call for additional support from SLT
- Unless there is an immediate risk to a child or adult, only Team Teach trained staff should use physical restraint
- All incidents should be logged on CPOMS and in the Accident Log

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

9. 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information:

<https://www.phoenixinfants.uk/page/?title=Policies&pid=16>

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10. Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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](#).

11. Off-site misbehaviour

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
- 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 a staff member (e.g. on a school-organised trip).

12. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

14. Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school 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 [Phoenix Infant Academy - Policies \(phoenixinfants.uk\)](https://www.phoenixinfants.uk)

15. 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 consider whether to 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 consider whether to 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 (LADO), 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 and procedure for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils

16. Monitoring arrangements

16.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance
- Fixed term exclusions
- Managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, Trustees and other stakeholders on their perceptions and experiences of the school's behaviour culture

The data is analysed weekly by SLT as part of Inclusion Meetings, looking for trends:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

16.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 16.1). At each review, the policy will be approved by the Principal.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Intervention and Positive Handling Policy
- Anti-Bullying Policy