



Behaviour Policy

2026 2027

At South Kirkby Academy, we strive for all children and adults who work in our school to be safe, happy and learning. There is a shared responsibility and relational approach between school staff, children and families in supporting every child to develop a culture of positive behaviour in and out of the school community. **This policy is aligned with the Waterton Academy Trust behaviour policy and should be read alongside it.**

Our main aims are:

- To promote a safe and calm school environment where every child feels welcome.
- To value and appreciate one another irrespective of age, gender, faith or race and to acknowledge that everyone has a part to play within our school community.
- For all children in our care to develop their self-esteem, consideration, self-control, honesty, responsibility and respect, and to gain confidence.
- For all children to work within our six core school values and golden rule.

The 'SKA Way' Values & Golden Rule

As a school we follow a golden rule, which acts as a thread through our everyday school life, plus six core child-centred school values which are easy to understand and relate to for all members of our school community. We call this 'The SKA Way'.

A Shared Responsibility

Children will follow the SKA golden rule and six core values.

School will encourage positive behaviour through the use of our core values, golden rule and rewards. Staff will greet children positively each morning; teach and revisit behaviour expectations; use agreed behaviour language; use the response system consistently; act calmly; use restorative conversations and end every interaction positively where possible.

Families and friends of SKA will work with school to model positive behaviours to their children and will support the school in resolving any difficulties that may arise. By sending their children to South Kirkby Academy, families and friends of SKA agree to support this policy.

Governors will support the school's determination to promote positive behaviour in school and the local community.



Recognising Positive Behaviours



All adults at SKA support children to encourage them to do their best and praise their efforts.

This is supported by our **One Life** personal development programme where children are taught to show up as their best selves for a better future and because it is 'who they are'.

Showing up as their best selves is recognised in a number of ways across each day, week and half-term. These are listed below.

Daily Recognition	Recognition Postcards Dojos
Weekly Recognition (Celebration Assembly)	Treat Tuesday Star of the Week Lunchtime Award
Half-Termly Recognition	Bronze, Silver and Gold Awards
Exceptional Recognition	Platinum Awards Headteacher Awards Deputy Headteacher Awards

Recognition postcards are a quick celebratory note given by staff with no set frequency or criteria.

Dojos and Class Dojos are used for individual rewards and class rewards. Each class has a recognition board where children's individual Dojos and successes are displayed. Dojos can be earned for individual rewards and are linked to Bronze, Silver and Gold Awards (see below). Dojos also contribute to the overall class amount. Classes will receive a whole-class treat decided together with the children for milestone Dojos **each term**. Treats will be awarded at 500, 1000, 1500 and 2000 Dojos and are displayed on the class Dojo thermometer.

Treat Tuesday is a weekly celebration where staff nominate a child from their class to attend Treat Tuesday. Each week, there will be a school value of the week and the nominated individual must display this school value. Nominees will attend a cookery session creating something tasty to take home.

Celebration Assembly is a weekly event where a member of the SLT runs an assembly celebrating some of the successes that have occurred at SKA that week. One Treat Tuesday award and one Star of the Week award is given out in each assembly.

Lunchtime awards can be given to a child by any member of staff for demonstrating any of the school values at lunchtime. Children in receipt of this award are able to eat first sitting on a Friday with up to four friends of their choice. They will sit at a decorated table and if they are a school dinner, will be served their dinner by the lunchtime staff or lunchtime helpers.

Bronze, Silver, Gold and Platinum Awards are linked to the wider curriculum with a non-academic focus and are awarded every half-term. Children receive a certificate and badge to wear on their uniform at an assembly where family members and carers are invited. Children also enjoy cake and a drink with their family members after they have been presented with their award. To achieve a bronze, silver or gold award, children must complete a number of criteria which goes 'above and beyond' the norm, including completing activities from the 'SKA 50 Things To Do Before You're 11 ¾' and completing helpful jobs around school. **Platinum** awards are only given to children completing all 'SKA 50 Things To Do Before You're 11 ¾' and volunteering in the local community.

Headteacher and Deputy Headteacher awards are given by the Senior Leadership Team with no set frequency or criteria.

Unacceptable Behaviour and Consequences

There are clear and consistent approaches and systems in place if negative behaviours are demonstrated. The graduated system is consistently followed by all who work at South Kirkby Academy. The list of negative behaviours later in the policy is not exhaustive.

For the majority of pupils, the clear and consistent boundaries, sanctions & rewards will be effective in promoting positive behaviour. However, there may be a small minority of children whom this does not work for, and who regularly display negative behaviours. In these cases, these children will be placed on an Individual Behaviour Support Plan (IBSP). The IBSP will be a working document, between teachers, parents and the children with clear strategies in place to stop a particular behaviour and promote particular positive behaviours.

We recognise that some behaviours may be indicators of safeguarding concerns or mental health and wellbeing needs, and these will always be considered on an individual basis.

A Restorative and Relational Approach

Positive relationships are central to everyone feeling **safe, happy and able to learn**, and our responses to negative behaviours are underpinned by a restorative and relational approach. We understand that behaviour communicates feelings and needs. Adults respond to the behaviour while seeking to understand the need and therefore respond calmly, consistently and with compassion, while maintaining clear expectations and appropriate boundaries.

When difficulties or conflicts occur, restorative conversations help pupils to understand:

- what happened and how they were feeling;
- who may have been affected and how;
- what needs to happen to repair the harm;
- how they can make a positive choice next time.

Children are supported to develop their **mental and social fitness** by building self-awareness, managing their responses, showing empathy and learning to **bounce back** after mistakes or disagreements with their peers. The One Life **ADAPT** approach may be used to acknowledge feelings, define the problem, accept compromise, practise empathy and agree a resolution.

Compassion does not mean excusing inappropriate behaviour. It means responding sensitively and without judgement, seeking to understand different perspectives and providing the support needed for pupils to heal, manage difficulties and move forward successfully.

Through restorative and relational practice, children learn that mistakes can be repaired, relationships can be rebuilt and everyone has the capacity to develop greater **power, strength and flexibility**, including the flexibility needed to **bounce back**.



Reviewed and updated September 2026 aligned with the Waterton Trust Behaviour Policy

Lunchtime Reflect and Reset (Response 3)

- A child may be sent in to reflect and reset for a set time following negative behaviours.
- Lunchtime reflect and reset will take place with a member of the senior leadership team.
- For the first time in a week, children will usually spend 15 minutes in lunchtime reflect and reset.
- If a child is in lunchtime reflect and reset again during the same week, it will be for the whole of lunchtime.
- If a child refuses to complete the 15 minutes, this will carry over to the next day and will be a full lunch time.
- Children will enter the room and sit silently.
- Lunchtime reflect and reset is for negative behaviours at social times only.
- The session will be logged on Bromcom under Response 3 by the senior member of staff running the reflect and reset room.
- Sometimes, a child may need to spend longer than 15 minutes in reflect and reset. This will be decided by the senior member of staff running the reflect and reset room.

Reflect and Reset (Response 3 and/or 4)

When a child has demonstrated repeated negative behaviour choices, they may be given time away from their peers for part of a lesson, part of the day or the whole day. This means that they start the next day separate from their class until they have reflected and reset, ready to join their class for learning.

Suspensions (Response 5)

In circumstances outlined on the next page, a suspension may be given. The school will inform the governing body and the Trust, and parents or carers will be asked to come to school to collect the child. Work will be set for the duration of the suspension with the expectation that this will be completed at home. A reintegration meeting will take place, led by a member of the senior leadership team, with the child and parent/carer/family member on the morning of the return to school. Additional restorative work following the suspension will take place with the child.

Permanent Exclusions

A permanent exclusion is when a child is no longer allowed to attend a school. The decision to exclude a pupil permanently will always be a last resort and will be taken:

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

We recognise that any type of exclusion should only be used as a last resort and in cases where all other possible options and advice have been exhausted, or if an incident of misbehaviour is so severe that it poses a safety risk to the pupil, other children or adults.

Consistency at South Kirkby Academy

At South Kirkby Academy, every child deserves the same high expectations, calm responses, restorative conversations and opportunities to repair mistakes, alongside the unwavering belief that they can learn, grow and improve. In return, every adult commits to providing predictable routines, agreed behaviour language, positive relationships, consistent follow-through and compassion alongside accountability. Together, these shared commitments create a culture where everyone is **safe, happy and learning**.

Appendix 1 The following responses provide South Kirkby Academy's local implementation of the Trust's graduated behaviour response.

Example Behaviours	Responses and Procedures
<p>Failure to follow basic instructions, calling out, interrupting, irritating others, being unkind, talking when asked not to, non-compliance to school rules, walking around classroom without permission, making silly noises, play fighting/rough play.</p>	<p>Response One:</p> <ul style="list-style-type: none"> Give a verbal warning ensuring the child knows what they are being asked to do – <u>praise publicly, criticise quietly</u>. This may be done by crouching next to the child or standing next to them. <u>“I have noticed you are... thank you for stopping.”</u> ‘The look’ can be a powerful strategy here. <i>Thank you is used instead of please as you are not asking them to do this, you are expecting it.</i> <p>*If play fighting or rough play happens at social times, children will have reflection and reset time in the lunchtime detention room.</p> <p>No action required for recording or contacting parents/carers.</p>
<p>Continuation of above behaviours after a reminder.</p>	<p>Response Two:</p> <ul style="list-style-type: none"> Warning that if they continue, they will need to spend time away to reflect and reset. <u>“I have noticed you are still... If this continues, you will need to spend time away to reflect and reset. Thank you for stopping.”</u> <i>Thank you is used instead of please as you are not asking them to do this, you are expecting it.</i> <p>No action required for recording or contacting parents/carers.</p>
<p>Continuation of above behaviours despite multiple reminders.</p>	<p>Response Three:</p> <ul style="list-style-type: none"> ‘Time away’ to another area in school – usually a classroom for 10 minutes to reflect and reset. If possible, a member of staff should escort the child to the area they have been sent to. <u>“You have continued to... You now need to leave the classroom to reflect and reset. You can come back in 10 minutes where you will need to...”</u> On return, a restorative conversation should take place with the child reiterating the expectations following the reflect and reset. If there is a continuation of behaviours listed above (R1) after spending time away to reflect and reset, parents/carers must be contacted that day. The child will also lose playtime the following day, where a further restorative conversation can be had. If a child refuses to leave the classroom, a Learning Mentor should be sent for to support with this. <p>Log this in the behaviour section of the child’s record on Bromcom.</p>
<p>Ongoing refusal-to follow instructions, destructive behaviour, verbal aggression, extreme rudeness, spitting, fighting/violence, stealing, swearing, vandalism, racist or homophobic language.</p>	<p>Response Four:</p> <ul style="list-style-type: none"> Send for a Learning Mentor or member of the SLT. Reflect and Reset – working away from class for an extended period, supervised by a member of staff where possible. Teacher to call home to notify parents/carers/family members of unacceptable behaviour unless otherwise instructed by SLT. No requirement to record on CPOMS (unless otherwise stated). <p>Log this in the behaviour section of the child’s record on Bromcom and inform parents/carers.</p>

Disruption of the day-to-day running of the school, purposeful damage to school property, targeted abuse (physical/verbal) against staff members, targeted physical assault against another child, ongoing and/or escalated behaviour from the above behaviours (R4).	<p>Response Five:</p> <ul style="list-style-type: none"> • Suspension (fixed term exclusion) • Restorative Learning Mentor meeting with the child on return to school. <p>Log this in the behaviour section of the child's record on Bromcom and CPOMS. Parents/carers will be contacted. There will be a reintegration meeting with the parents, carers and child.</p>
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A child-friendly version of this is on the next page (Appendix 2).

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1	01.09.2026	A.Potter	Updates include alignment to Waterton Trust Policy, changes made because of child and staff consultation and reference to One Life.



Responses to Negative Behaviour

Response 1 - A Reminder

You might be calling out, interrupting, using unkind words, making silly noises, leaving your seat or not following a basic instruction.
An adult will quietly remind you what to do by saying "I have noticed...Thank you for stopping".
Your grown-up will **not** be contacted.

Response 2 - A Clear Warning

You have continued the behaviours you have been reminded about.
An adult will explain the next step will be time away to reflect and reset by saying "I have noticed you are still... If this continues, you will need to spend some time away to **reflect and reset**. Thank you for stopping."
Your grown-up will **not** be contacted.

Response 3 - Reflect and Reset

You have continued the behaviours after more than one reminder.
An adult will explain the next step to you by saying "You have continued to... You now need to leave the classroom to **reflect and reset**. You may come back in 10 minutes where you will need to..."
Your grown-up may be contacted if this happens more than once.

Response 4 - Extended Reflect and Reset

You might be repeatedly refusing to follow instructions, demonstrating destructive behaviour, extreme rudeness, fighting, stealing, swearing, vandalism, or using racist or homophobic language.
Miss Jones, Mrs Matthews, Mrs Stephenson or Mr Potter will support you. You will work away from your class for longer, reflect, repair harm and prepare to return to class successfully, usually the next session or the next day.
Your grown up **will** be contacted.

Response 5 - Suspension

Your behaviour is causing serious disruption or harm to yourself or others in school. You are suspended from school, which means you are not allowed to attend for a set period of time. You will complete school work at home. When you return, there is an important meeting with you and your grown up to help you reflect, repair and move forward successfully. This will be kept on your school file.