

# Southdown Primary School



## Positive Behaviour and Relationships Policy 2024

Chair of Governors:	Headteacher:
Ratified on:	Review by:

**Southdown Primary School**  
**Positive Behaviour and Relationships Policy**  
**Be Safe, Be Respectful, Be Responsible, Be Kind**

**Policy Statement**

Southdown Primary School is committed to creating an environment where positive behaviour is key to effective learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Southdown Primary School believes that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Our positive relationships policy supports staff in teaching self-discipline, ownership and reflection in relationship to the display of different types of behaviours, which supports our school values. There is a strong emphasis on respectful behaviour and positive relationships, a partnership approach and effective interventions that support both staff, pupils and their families.

**At Southdown we aim to:**

- Foster excellent relationships between all members of our Southdown community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Ensure all pupils and staff are treated fairly and are given respect.
- Use restorative approaches.
- Build a community which demonstrates our school values and models kindness, good humour, tolerance and empathy for others.

**Purpose of the policy**

To provide simple, practical procedures for pupils and staff.

- Recognise behaviour expectations;
- Positively reinforce good behaviour;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions.

**Fundamental Principles**

All members of our school community have the right to:

- Feel secure and safe;
- Feel happy and be treated with kindness and understanding;
- Be treated fairly and consistently;
- Be listened to (at an appropriate time);
- Be treated with respect and politeness;
- Be treated with empathy.

We believe that the following underpins our fundamental principles:

- Unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

**The main reasons for using a language of choice are:**

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our four behaviour rules of Safe, Respectful, Responsible, Kind.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Encouraging pupils to be proud of their school.
- Using time in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Using learning activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

**Consistency in Practice**

In implementing this policy, Southdown Primary School acknowledges the need for consistency.

- Consistent **language** and consistent **response**: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: staff taking responsibility for behaviour interventions, seeking support but not delegating. All staff following up on conversations/agreements with pupils.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: defined and agreed at the classroom level as well as established structures for more serious behaviours, appropriate to the child and the situation.
- Consistent **expectations**: referencing and promoting appropriate behaviour.
- Consistent **respect from all adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled as well as being taught.
- Consistent **routines** and expectations for behaviour around the site: the classroom, the corridors, the hall, the dinner hall, the playground.
- Consistent **environment**: consistent visual messages displaying the rules and values.

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix*

The aims of this policy will be met by everyone observing our 4 agreed rules. These are:

## Be Safe, Be Respectful, Be Responsible, Be Kind

Examples of the rules in practice in school. This list is not exhaustive

<b>Be Safe</b>	Walking in the corridors, kind hands and feet, keeping classroom tidy, e-safety, following instructions, using equipment (woodland, P.E, classroom, playground) correctly, stud earrings only, no other jewellery, appropriate clothing, not swinging on chairs, behaviour in the toilets/ cloakrooms, road awareness, RSE.
<b>Be Respectful</b>	Allowing adults through, using kind words, using their manners, listening to others or when being spoken to, respecting others' equipment/ personal items/ property and boundaries, respect the environment, behaviour in the toilets/ cloakrooms, waiting their turn and taking turns, understanding diversity of culture, religion, sexuality, family dynamics etc.
<b>Be Responsible</b>	For their own words and actions, their own work, recognising mistakes and admitting to them, their own equipment and clothing, using the correct bins to recycle, being honest, considering the impact of actions, behaviour in the toilets/ cloakrooms, showing empathy towards others.
<b>Be Kind</b>	'In a world where you can be anything be kind' -this is our overall hope for the children and staff of Southdown

### Roles and Responsibilities

#### **All staff**

Strong relationships between staff and pupils are vital. Staff will:

- Meet and Greet each child on a daily basis.
- Refer to the four rules- Be Safe, Be Respectful, Be Responsible, Be Kind.
- Model positive behaviours and build relationships.
- Follow the Restorative Approach.
- Plan and deliver lessons that engage, challenge and meet the needs of all the learners.
- Be calm and actively seek to acknowledge and promote positive behaviour.
- Be approachable and there to help, not merely to discipline.
- Praise in public and reprimand in private.
- Follow up every time, retain ownership and engage in reflective dialogue with their pupils. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.
- Staff must be consistent with children and set firm boundaries and expectations at all times enabling pupils to feel safe.
- Never ignore or walk past children who are making / displaying poor behaviour choices.

At Southdown Primary School the following behaviours are unacceptable and should be challenged if displayed by adults in our community:

- Aggression
- Shouting
- Negativity
- 'Losing it'
- Adults creating 'power struggles'
- Humiliation

## **Senior Leadership Team**

SLT are not expected to deal with behaviour referrals in isolation but to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils

- Welcome pupils onto the playground at the start of the day.
- Be a visible presence around the school especially during transitions including break and lunchtime.
- Regularly share good practice.
- Support all staff in managing pupils including those with more complex behaviours.
- Regularly review provision for all learners.
- Identify further training and support.

## **Pupils**

- Be Safe.
- Be Respectful.
- Be Responsible.
- Be Kind

## **Parents and Carers**

- Foster good relationships with the school and support the school in the implementation of this policy.
- Show an interest in all that their child does in school.
- Encourage independence and self-discipline ensuring that their child takes responsibility for their own actions and behaviour.
- Act upon the advice and support offered by school for the benefit of their child
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Parents will be asked to pay in full or contribute towards putting right acts of vandalism, graffiti, theft and deliberate damage to property.

## **The Governing Body**

- Responsibility of reviewing and approving the aims.

## **Recognition and Rewards**

We recognise and reward pupils who go 'over and above' our expectations. Although we have a range of rewards, we understand that a quiet word or personal praise can be as effective as a more public reward. Praise is therefore imperative. At Southdown we have a variety of praise systems to build self-esteem.

- Staff are encouraged to provide specific verbal and written praise for good learning, effort, or behaviour.
- Children who have done great learning will be asked to share their learning with the Headteacher, other teachers and classes.
- Teachers will share positive feedback about a child's behaviour – either by the phone, face-to-face, Dojo message or using notes home to parents to celebrate appropriate behaviour.
- Class Dojo points can be awarded.
- Time spent acknowledging by means of 'chat' or conversation.
- Star of the Week.
- Happy Lunchtime Award.

## **Managing and modifying poor behaviour and choices**

At Southdown we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of support in place to encourage them to manage their behaviour in a positive way. As a school we understand that 'all behaviour is communication' and need to consider, 'What is the child trying to communicate?' We realise that sometimes this can be different for every child depending on their needs, so this may look different in each individual case.

Engagement with learning is always the primary aim and for most children and a gentle reminder is all that is required. We will praise the behaviour we want to see and if there is a behaviour that we don't want to see we will be clear with the child what the poor choice is and why (impact).

The following steps should always be gone through with care and consideration, taking into account individual needs.

- **Redirection:** Gentle encouragement, a 'nudge' in the right direction, a small act of kindness
- **Reminder:** A reminder of the four rules delivered privately where possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- **Check in:** determine if there are factors adversely affecting the child's behaviour that can be addresses/supported.
- **Caution:** a clear verbal caution delivered privately where possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue
- **Time out:** Give the pupil a chance to reflect away from the others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
- **Internal referral:** at this point a child may be asked to go to another area or member of staff to enable them to regulate before returning to class when they are ready to learn. (this stage can be missed out if needed)
- **Reparation:** a restorative meeting can take place
- **Formal meeting:** a meeting with the teacher and parents where targets are set. Another member of staff may be present too. Targets are shared and monitored over the course of two weeks.

### **Restorative Approach**

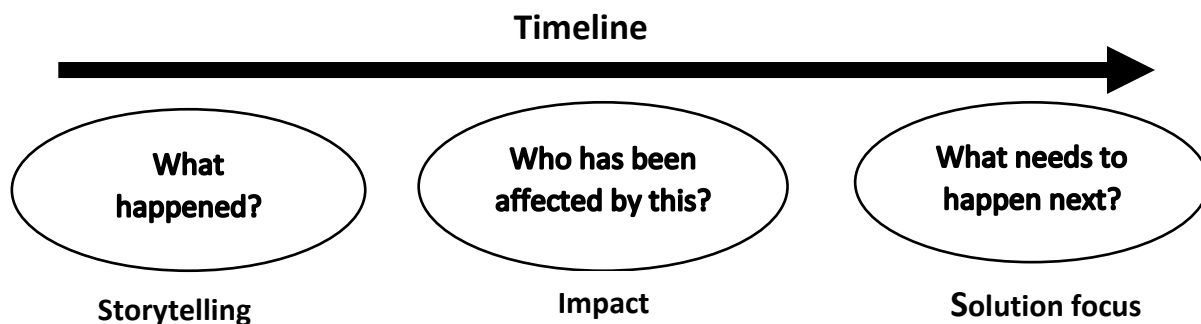
At Southdown we accept and understand behaviour as a learning process. We prefer to be preventative rather than reactive. This means that we offer support, help and guidance to the children, parents and carers. It is part of our role as a school to guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others. We know that this is the best way to respond to the children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction' and doing things 'With' people rather than 'To' or 'For' them. As part of our reflective process, we base our approach on a restorative approach to maintain healthy relationships in school. This restorative approach is about putting these relationships first: building, maintaining, and repairing. This could be child/child or adult/child.

Restorative approaches are based on four key features:

1. **RESPECT:** for everyone by listening to other opinions and learning to value them.
2. **RESPONSIBILITY:** taking responsibility for your own actions.
3. **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
4. **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

We use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Restorative conversations are guided by an adult and are done with pupils not to or for them and should be held at the right time, right place and to the right degree. We use three bubbles\* to support with this:



\* see Appendix 1 for additional information

#### **Restorative format:**

- Restorative conversations work best when adults spend less time on the problem and more time on the resolution.
- The conversation should only be for the children/people involved.
- Only one person talks at a time and normally the first person is the one that has been ‘harmed’.
- No interrupting.
- Listen carefully to each other and be respectful.
- WHY questions should be avoided as they are high functioning question.
- Perspectives will be considered e.g. What happened on the playground? My truth, your truth and THE TRUTH, all from same situation but different perspectives.

#### **Discipline and Consequences**

At Southdown our emphasis is on positive action (recognition and reward) rather than negative action (consequence). Problems which occur will be dealt with constructively however there might be occasions when staff will need to challenge behaviours which are not safe or not conducive to learning.

The majority of behaviours are dealt with in class using quick interventions and a range of de-escalation strategies. **30 second intervention is an example of this:**

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

#### **Scripted example:**

- **Re-focus child** – *Child’s Name*, I would love to see that work when you are done.
- **Direct an adult or give extra support** (staff presence for the child/ containment) *Staff member*, could you see if *child’s name* needs help making a choice?
- **Offer of support** – “Are you okay, do you need anything”
- **Wondering question** – *Child’s name*, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”
- **Cue name** – “*Child’s Name* – all okay?”
- **Distraction/ Redirection:** *Child’s name*– please pop next door and ask Miss if I can borrow a xxx – Thanks.
- **Nip in the bud:** “*Child’s name*, you’re talking and we are working quietly in this lesson.”
- **Name the need:** You’re very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.

Using restorative approaches does not mean that as a school we shy away from using consequences but also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage children to think not only of the consequences of their behaviour on themselves but also to consider the impact of their actions on others.

When responding to unwanted behaviour, the consequences we use at Southdown always have a clear link to the incident and help the child or children learn how to behave more appropriately should a similar situation occur - tailoring this to the needs of the individual. It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this. Consequences will therefore be appropriate and will be chosen and agreed between all participants involved.

### **Non-negotiable behaviours**

Depending on the severity and context of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the Deputy in her absence.

- Deliberately not following hygiene rules in place e.g. spitting, biting.
- Sexist/racist/homophobic comment.
- Physical aggression towards a peer or adult.
- Verbal aggression including swearing towards a peer or adult.
- Rudeness towards an adult.
- Deliberate damage to school property.

### **Exclusion (Fixed Term & Permanent)**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

As part of a planned return to school following an exclusion, parents/carers will be expected to have a meeting with the Headteacher or Deputy Headteacher to discuss a reintegration action plan.

### **Provision for pupils who find adhering the rules difficult**

Some children benefit from a more personalised behaviour plan. These children may have a Pastoral Support Plan (PSP).

For pupils with ALN their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Reasonable adjustments at certain stages in a child's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social and Emotional Needs
- Adverse Childhood Experiences (ACE);
- Additional Learning Needs (ALN)

Reasonable adjustments might include, but not limited to:

- preview of new rules and routines and perhaps a visit to school;
- additional support for the arrival and exit to school;
- additional support to adhere to break and lunch time expectations;
- re-teaching rules and routines;
- adapted resources;
- adapted sanctions and rewards.

For pupils with additional learning needs and/or disabilities that need support with their behaviour, a risk assessment will be completed to ensure risks are mitigated in a safe way. This will be monitored and reviewed by the ALNCo.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's one-page profile. Staff need to use these to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, we will evaluate why and what would work better for that child.

Teachers who are preparing their classes to be covered by someone else must ensure adapted approaches are communicated with covering teachers/adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

### **Playground Behaviour**

At Southdown, the expectations of our classroom behaviour and our playground behaviour are the same. We ask all adults in school to demonstrate **calm, consistent adult behaviour** and the expectation of respect for all members of our school community is reinforced. As such, we expect SLT and teachers to stand alongside our lunchtime teachers and support them in behaviour interventions. MDSAs also follow the Happy Lunchtime system which includes verbal praise, daily pom poms and weekly certificates for positive behaviour during lunchtime. To address any unwanted behaviour Lunchtime teachers follow ABC:

- **A:** a quiet word -this involves telling the children in a calm way what is not acceptable. Lunchtime teachers will listen, remain quiet and calm and they will be clear about their expectations. The children should be left with a smile.
- **B:** 2 minute reflection and apology -this is used when the expectations have been made clear but the child chooses not to follow them. It is clear that the behaviour is deliberate/pre-meditated. The lunchtime teachers will explain what is unacceptable and the child will have a 2 minute time-out with that member of staff quietly. They will be asked to reflect on what went wrong, accept responsibility and apologise if appropriate. At the end of the reflection the lunchtime teacher will say thank you. If the child refuses to cooperate and show respect the lunchtime teacher will give them a warning. If the child refuses the time out will increase to 5 minutes.
- **C:** This is for if a child has refused to complete the 5 minute time out or has shown any of the non-negotiable behaviours i.e. bullying, racism, violence etc The child will be taken to a member of SLT on duty. Once with the SLT the member of staff will follow the policy and then return the individual to the lunchtime teacher, and ask them to spend 2 minutes reflecting.

### **Behaviour outside of school**

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school. The school may decide to discipline children on conduct that occurs beyond the school gate but that impacts on the lives of children and staff. If consequences are deemed necessary, they will be applied in line with the Behaviour Policy.

### **Mental Health and Emotional Wellbeing Impact Statement**

Southdown Primary School is committed to the protection and promotion of positive mental health and emotional wellbeing of our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. This Policy has been written and reviewed in line with our school's vision and Mental Health and Emotional Wellbeing Policy.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been quality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Southdown Primary School.

### **Parent concerns**

If a parent is not satisfied with the actions taken then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher / phase leader.
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should follow the school's Complaints Policy.

## Appendix 1: Bubbles (Restorative Practice by Mark Finnis)

