



## Managing and Supporting Relationships and Behaviour policy

Our response to a child's behaviour should be informed by the schools values and used as an opportunity to support them make better decisions in the future. Being mindful of what they learn from our response.

A community inspiring futures, nurturing growth, enabling every child to succeed.



A sense of belonging and secure relationships



A safe and positive environment



To communicate effectively and think critically



Awe-inspiring experiences that spark curiosity and creativity



Access, fluency and achievement for all

Within our policy, curriculum and practice, we aim to foster and develop the skills that allow children to appreciate how our behaviour affects other people, resolving disagreements that does not involve conflict, taking another person's perspective with honesty and we model how to treat everyone with dignity and respect. **Whatever we do, it is what's best for our children.**

Staff at Southwood will, inspire, guide and teach children the social emotional skills too holistically create positive relationships, independence, self-worth, resilience and contribute towards a positive community. We value the importance of the voice of the child and strive to establish relationships and interactions that create a sense of agency and self-worth. We will demonstrate compassion and understanding to all our students and community members; we will install the belief that they can achieve anything they set their minds to. We aim to be the best version of ourselves, so that we can inspire children to dream big, work hard and believe in themselves.



Dream, Believe, Achieve...

September 2025

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## **Managing and supporting positive behaviour policy.**

Aims and Ethos

Rationale

The school's Managing and Supporting Relationships and Behaviour policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect, particularly following COVID-19. This policy is designed to promote and **explicitly teach behaviour**, rather than merely deter anti-social behaviour.

At Southwood, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents/carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents/carers in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

At Southwood Primary School, we understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

**The development of positive social, emotional and learning behaviours is at the heart of our approach.**

*Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ*

(Duckworth and Seligman, 2005)

## **Aims and Objectives**

We aim to ensure that discipline\* teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. We have aligned a restorative approach to managing challenging behaviour with our teaching of 'The Zones of Regulation'; whereby children will be able to develop their self-regulation skills and constantly develop their self-awareness and interpersonal skills to support the decision making and morals.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interactions with the children and with each other. We acknowledge that our example has an important influence on the children as we are fully aware of our ability and influence as a social contagion.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

*\*Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.*

## **Mental Health and Trauma**

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We embrace a wide definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic

stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments act to maximise protective factors through the conscious use of our relationships.

### **Key Relational Skills**

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland<sup>1</sup> 2003/2006/2007; Kohut<sup>2</sup> 1984; Stern<sup>3</sup> 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child.
- **Empathy - Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want' It is **not** – distracting, judging, discounting, minimising or placating.
- **Containment:** Structure, order and predictability. Consistency: Boundaries applied in a supportive, matter of fact, non-punitive way. Emotional containment of feelings too big for the child. Regulated and steady adult, in charge of their own feelings and emotions.
- **Calming and Soothing:** The adult will support the child to regulate themselves.

At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour.

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Separating the behaviour that was inappropriate from the feeling. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can **we** do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that **any consequences are developmentally appropriate** and are designed to **support children to learn** about both their physiological response to challenge and difficulty and how better to manage this in the future. Please refer to the Behaviour steps of SPS for consequence measures.

Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

## **School Values**

Our School Values should be regularly discussed and encouraged. They are:

- 1) Kindness**
- 2) Respect**
- 3) Honesty**

These values are clearly displayed around the school.

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE, whole school values etc.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance.

## **What we do**

In order to achieve the above we will:

- Explicitly teach the values and why they are important
- Provide opportunities for children to be active participants in their own learning and development
- Clearly state the boundaries of acceptable behaviour
- Respond promptly, developmentally appropriately behaviour that challenges the boundaries
- Praise in public, reprimand in private PIP & RIP
- Repair all ruptured relationships
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging
- Work with parents/carers where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement. Our rules and behaviour standards are listed below. Our staff reinforce and teach these standards and they are always referred to when intervening with behaviours beyond these standards.

The programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

### **Special Celebrations, Roles and Responsibilities:**

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time encourages positive interactions and aspirations.

Assemblies and all class based lessons provide high quality opportunities for praise linked to deeper learning.

Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations during Friday assemblies. Rewards are given to pupils with a specific focus, e.g. our virtue for demonstrating co-operation.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults - staff, parents/carers and children to demonstrate this.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

### **Rewards**

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, progress and achievements.

The chart below gives an indication of the frequency and type of rewards.

### **Routines**

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day.

This includes:

- The learning environment – tidy, interactive, stimulating and rewarding
- Classroom organisation – so that the basic needs are met and children can find what they need
- Hygiene – children will wash their hands regularly and respect the 'catch it, bin it, kill it' approach, avoiding touching their mouth, nose and eyes with hands
- Personal equipment – children will be respectful of other children's equipment
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,

## Staff Responsibilities

### All Staff

- a)
- b) Aim to be positive at all times by seeking out and rewarding the best conduct first
- c) Regularly discuss the School Values and why they are important
- d) Explain why certain behaviours are not acceptable using a restorative approach
- e) Be consistent about praise and rewards as well as when supporting positive behaviour
- f) Actively participate in 'therapeutic dosing'
- g) Be aware of individual needs
- h) Following COVID-19, all staff are aware that children will have had many varied experiences and will therefore respond differently to the changes within the school and their communities. Staff have an increased awareness of their responsibility to 'set the tone' within the school and respond with understanding and empathy to each situation

### Playtime and Lunchtime Staff

As above, plus

- a) Be active and engaged with the children
- b) Be aware of the main problem areas (places, times, individual children, etc.)
- c) Be active in your supervision
- d) Aim to return the children to class in a calm and orderly manner so that they are ready to learn

### Classroom Staff

As above, plus

- a) Operate the Class Rewards System
- b) Support Playtime and Lunchtime Staff

### Senior and Middle Leaders

As above, plus

- a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, Lower and Upper KS2)
- b) Identify the main problem areas (places, times, individual children, etc.)
- c) Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes

- d) Support teachers in your phase when a parent meeting is required
- e) Support staff in the implementation of the policy
- f) Take prompt and decisive action to deal with areas for development

### **Restorative approaches**

A **restorative school** emphasises the **importance** of relationships for supporting emotional wellbeing, resolving conflict and preventing harm. **Restorative practice** is based on the values **of restorative** justice, which underlines the significance of feelings and how they affect relationships.

When an incident between children occurs we need to try to:

- a) Give the children time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

5 restorative questions:

What has happened?

What were you thinking at the time? (Class teacher and child) Who has been affected by the actions?

How have they been affected?

What needs to be done now to make things right? How can we do things differently in the future?

### **Positive handling.**

At Southwood Primary safeguarding for all is paramount. We focus on deescalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

## **Consequences**

We want children to be aware that for poor behaviour, there are consequences. For children at developmental age of rationalising experiences, this will be in the form of reflection time with the adult who gave out the consequence. There will also be 'natural' consequences of their action, for example using lunchtime or break to complete their work or reintegration plan with support from the mentoring team. For more serious behaviour that may require an extended or complex intervention/consequence, this will be agreed with class teacher, senior leader and behaviour lead. This may include community payback which will be as much about ensuring there is a consequence as it will be about teaching better choices and impact of our behaviour on others.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break with behaviour lead. A member of staff may speak to the parents/carers should it be appropriate. Staff are aware that parents/carers should be kept fully informed and communication is clear and consistent.

See separate Behaviour blueprint for use of triage system and stepped approaches to managing disruptions.

## **The severe clause**

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal removal or suspension:

- a) Persistent, serious or offensive verbal or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

## **Removal from the classroom.**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see paragraphs 51 and 55 - 59). 81.

Removal is used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of regulation spaces, for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Southwood have several relational spaces across the school that are in frequent access and staffed to support all pupils.

A decision to suspend a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

**All of the above are sanctioned by Headteacher (Deputy Headteacher in his/her absence).**

## **Inclusion**

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Southwood Primary School we would expect to look for a suitable setting for that child rather than excluding them.

## **Review**

This policy is to be reviewed every two years by staff and governors as well as representatives of parents/carers and pupils.

# The Southwood Way



At Southwood Primary School, our Behaviour & Relationships Blueprint is rooted in our vision:  
**"A community inspiring futures, nurturing growth, enabling every child to succeed."**

## Pillars – Adult behaviours

Receptive and responsive



Everyone is valued



Collaboration



Clarity



Challenge



Shared responsibility



## Values

### Be Kind



- We care for others and include everyone
- We use words and actions that lift people up
- We help when someone needs support
- Use words that make others smile

*Always stop and think: "Will this make someone feel happy or sad?"*

### Be Honest



- Always tell the truth, even when it's hard
- Own up to mistakes and try to make things right
- Speak up if something isn't fair or doesn't feel right

*Always stop and think: "Am I being truthful and fair?"*

### Be Respectful



- Listen carefully when others are speaking
- We treat people, places, and things with care
- We value others' ideas and feelings
- Look after our classroom and shared spaces

*Always stop and think: "Am I showing respect to people, places, and things?"*

**We use these values to reflect on our choices, repair harm, and grow over time. They guide our conversations, our relationships, and our learning.**

### High Impact interactions

- Consistent, constant recognition and noticing of those pupils following standards.
- First attention for best conduct. Praise in public and reprimand in private (PIP & RIP)
- Buddy systems in classes to support expectations and new inductions
- We always meet and greet children on the door.
- We reinforce standards and routines with positive recognition.
- We always use and pronounce names correctly.
- Consistent language to describe behaviour standards without labelling the child



### Over and above recognition

- **Minimum 2 x positive notes** to be sent home weekly for children demonstrating something exceptional and not just a learning habit.
- Consistent positive recognition to parents at collection (or a call)
- The focus needs to be on progress, growth and learning not just achievement. We land consequences softly with a reminder of their previous behaviour to which met the Southwood standards.



### Managing low level behaviour – Realigning behaviour to the expectations

- Positively 'notice' expectations demonstrated by another pupil
- Non-verbal communication or touch if appropriate.
- Refocus the child. Quiet word. Use child's name.
- A look or signal to remind pupil of expectation or task
- Refer to expectations, "Which expectation do we need support with at the moment?"
- Wondering Question: "Bob, I'm wondering if sitting to close to Phil is making it difficult for you to concentrate on your work. Come sit here where I can help"
- Distraction/Redirection -Use regulation tools - Brain breaks

### Stepped approach to misbehaviour

1. Reminder – reminder of standards and refocusing child.
2. Verbal warning and 1 minute catch up.
3. Last chance and 2 minute catch up.
4. Use triage and followup restoratively with next steps.



### Releation and Restorative questions

- |  |                                     |
|--|-------------------------------------|
| What happened?                               | What were you thinking?             |
| What have you thought about since?           | Who had been affected? In what way? |
| What do you need to do to make things right? |                                     |

<p><b>Managing low level behaviour –</b> Realigning behaviour to the expectations</p>	<p><b>Triage</b> for dysregulated behaviour – persistent low level behaviour</p>	<p><b>Triage</b> for dysregulated behaviour (certain needs) – serious breach of expectations and or safety concerns.</p>
<ul style="list-style-type: none"> <li>Positively 'notice' expectations demonstrated by another pupil.</li> <li>Non-verbal communication or touch if appropriate.</li> <li>Refocus the child. Quiet word. Use child's name.</li> <li>A look or signal to remind pupil of expectation or task.</li> <li>Refer to expectations, "Which expectation do we need support with at the moment?"</li> <li>Direct an adult or give extra support.</li> <li>Wondering Question: "Bob, I'm wondering if sitting to close to Phil is making it difficult for you to concentrate on your work. Come sit here where I can help you."</li> <li>Distraction/Redirection -Use regulation <u>tools</u> - Brain breaks.</li> </ul>	<p><b>Reaffirming boundaries, skill building and reparation of harm where required.</b></p> <p><b>Step 1.</b></p> <ul style="list-style-type: none"> <li>Child to be supported in class by support staff (if required) in the year group who will calm and regulate the child. Regulation packs accessible in class.</li> <li>Return within maximum 20 minutes to class teacher.</li> <li>There will be a regulation pack for children to access.</li> </ul> <p><b>Step 2.</b></p> <ul style="list-style-type: none"> <li>Class teacher to follow up in private and restoratively, refer to script from restorative section – log on CPOMS as behaviour notes.</li> <li>Any loss of privilege or loss of free time, should always be used to teach the required skill the child is missing, repair the harm or host a restorative conversation (formally or informally by walking and talking).</li> </ul>	<p><b>Repairing Significant Harm Through Skill Building.</b></p> <p><b>Step 1.</b></p> <ul style="list-style-type: none"> <li>Send child to Zone for Inclusion support. They will calm and regulate the child.</li> <li>Regulatory state will be assessed and ability to reflect or discuss next steps will be decided at assessment.</li> <li>If able to return to discuss incident, they will be returned to class teacher/staff with support of inclusion to discuss next steps/consequences.</li> </ul> <p><b>Step 2.</b></p> <p>Extended loss of free time - Complete Harm Repair Plan to be utilised over multiple lunch times to teach the skills missing and restore relationships and repair harm.</p> <p>Restorative circle with victim and perpetrator; discuss impact &amp; feelings to be implemented by Inclusion Team if appropriate.</p>

**Short Term Triage**

Some children may have a specific place or staff member for their triage or a specific time that is required for triage eg, "trigger points". We will call this '**Short Term Triage**'. This is for certain individuals who may need more targeted support due to external context or external challenges. Inclusion team will liaise with members of staff who need to know when a child is on Short Term Triage and where/who that is with. There will also be identified pupils who will be working on coaching/mentoring support who may have an identified plan which will detail their reputational needs.

**Serious Breach – Safety concerns**

The child will be removed from the classroom and work with a member of Inclusion/SLT for an appropriate amount of time. This will not be punishment based but will aid refocusing, repairing and breaking the classroom or social cycle that is feeding the behaviour.