

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
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Values

Be Kind <ul style="list-style-type: none"> 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 <p><i>Always stop and think: "Will this make someone feel happy or sad?"</i></p>	Be Honest <ul style="list-style-type: none"> 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 <p><i>Always stop and think: "Am I being truthful and fair?"</i></p>	Be Respectful <ul style="list-style-type: none"> 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 <p><i>Always stop and think: "Am I showing respect to people, places, and things?"</i></p>
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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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
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Managing low level behaviour – Realigning behaviour to the expectations <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> Reminder – reminder of standards and refocusing child. Verbal warning and 1 minute catch up. Last chance and 2 minute catch up. Use triage and followup restoratively with next steps.
Releation and Restorative questions	
What happened? What have you thought about since? What do you need to do to make things right?	What were you thinking? Who had been affected? In what way?

<p>Managing low level behaviour – Realigning behaviour to the expectations</p>	<p>Triage for dysregulated behaviour – persistent low level behaviour</p>	<p>Triage for dysregulated behaviour (certain needs) – serious breach of expectations and or safety concerns.</p>
<ul style="list-style-type: none"> • 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?” • Direct an adult or give extra support. • 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." • Distraction/Redirection -Use regulation tools - Brain breaks. 	<p>Reaffirming boundaries, skill building and reparation of harm where required.</p> <p>Step 1.</p> <ul style="list-style-type: none"> • 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. • Return within maximum 20 minutes to class teacher. • There will be a regulation pack for children to access. <p>Step 2.</p> <ul style="list-style-type: none"> • Class teacher to follow up in private and restoratively, refer to script from restorative section – log on CPOMS as behaviour notes. • 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). 	<p>Repairing Significant Harm Through Skill Building.</p> <p>Step 1.</p> <ul style="list-style-type: none"> • Send child to Zone for Inclusion support. They will calm and regulate the child. • Regulational state will be assessed and ability to reflect or discuss next steps will be decided at assessment. • If able to return to discuss incident, they will be returned to class teacher/staff with support of inclusion to discuss next steps/consequences. <p>Step 2.</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 & 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.