

Southam Primary School



Positive Behaviour Policy 2026

Chair of Governors signature

A small, stylized signature in black ink, appearing to be a cursive 'M' or similar.

Headteacher's signature

A handwritten signature in black ink, which appears to read 'Erin Layton'.

Ratified: 26th January 2026

Review: Spring term 2027

Person responsible for overseeing the implementation: Headteacher



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Southam Primary School Positive Behaviour Policy

RATIONALE

Southam Primary School is an inclusive school committed to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and those with protected characteristics under the Equality Act 2010. We aim to provide a safe, respectful, and supportive environment where every child can learn, thrive, and feel valued.

Our approach to behaviour management is overwhelmingly positive, focusing on incentives and restorative practices. We recognise that some pupils may require reasonable adjustments to behaviour strategies to ensure equity and inclusion.

This policy operates in conjunction with the Equality Act 2010, the SEND Code of Practice (2014), and our SEND Policy and Information Report. It reflects our statutory duties to eliminate discrimination, advance equality of opportunity, foster good relations, and make reasonable adjustments for pupils with disabilities.

Legal Framework and Inclusive Practice

Southam Primary School will:

- Ensure compliance with the Equality Act 2010, including the Public Sector Equality Duty
- Apply behaviour expectations consistently and fairly, without discrimination on grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Take positive action where appropriate to alleviate disadvantage or meet specific needs
- Make reasonable adjustments for pupils with SEND or disabilities to enable full participation in school life
- Follow the graduated approach (Assess–Plan–Do–Review) for pupils requiring additional support

The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN and Inclusion

School Expectations/ Rules

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

Our school rules/ expectations are:

To be respectful

To be responsible

To be ready

Definitions of our Rules –

Respectful = self respect; respect for others; respect for property; respect for your community and society; respect for the rules

Responsible = responsible for own actions; reactions to the actions of others; attitude to school work and the environment; own property; property of others; choices; expectations and what you'll be asked to do; on and off school site

Ready – to forgive others; to listen; to learn; to support others; to help etc; to be better; to improve/ progress

Through these expectations we are able to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships with others in school and the community
- Help each individual to discover and develop new skills.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
- Develop the mental wellbeing of children
- Celebrate our children

At Southam Primary School our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

School Ethos

Positive behaviour is consistently reinforced. The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. School has implemented the zones of regulation programme to support emotional regulation.

Promoting Positive Behaviour

Southam Primary School is committed to creating a positive learning environment where good behaviour is recognised and celebrated.

- **Clear Expectations:** Establishing clear and consistent behaviour expectations that are communicated to all children, staff, and parents. These expectations should align with the school's values.
- **Positive Reinforcement:** Using positive reinforcement strategies, such as praise, rewards, and recognition, to encourage and reinforce good behaviour.
- **Relationship Building:** Fostering positive relationships between staff and children, based on mutual respect and trust.
- **Social and Emotional Learning (SEL):** Incorporating SEL activities into the curriculum to help children develop their emotional literacy, self-regulation, and social skills.
- **Circle Time:** Using circle time to provide children with a safe space to discuss their feelings, resolve conflicts, and build relationships.
- **Restorative Approaches:** Using restorative approaches to address behaviour incidents, focusing on repairing harm and rebuilding relationships.
- **School Behaviour Curriculum:** Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Supporting Children with Special Educational Needs (SEND)

Southam Primary School is committed to providing appropriate support to children with SEND who may exhibit challenging behaviour.

Individualised Support: Developing individualised behaviour support plans for children with SEND, in consultation with parents, teachers, and the SENDCo.

Reasonable Adjustments: Making reasonable adjustments to the school environment and curriculum to meet the needs of children with SEND.

Targeted Interventions: Providing targeted interventions to address the underlying causes of challenging behaviour, such as social skills training, emotional regulation strategies, or sensory support.

Collaboration with External Agencies: Working in collaboration with external agencies, such as educational psychologists or specialist behaviour support services, to provide additional support to children with complex needs.

Staff Training: Providing staff with training on understanding and managing challenging behaviour in children with SEND.

Graduated Approach: When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Anticipate Triggers: As far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- 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. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children with the involvement of our school SENCO and outside agencies if required
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children and staff
- Praise and encourage positive behaviour with rewards and dedicated assembly

SENCO will:

- Advise on reasonable adjustments and individual behaviour plan
- Coordinate support for pupils with SEND and liaise with external agencies
- Ensure staff training on inclusive practice

Staff will:

- Reward and praise positive behaviour
- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE, including emotion coaching
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision and to put right poor behaviour choices
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Inform parents/carers about the welfare and behaviour of their children

- Follow the behaviour policy consistently and report challenging behaviour following the correct procedure, recording incidents on CPOMS
- Ensure zones of regulation materials are displayed and referred to within classrooms

Children and their families will:

- Follow the school rules
- Be positive role models
- Foster social relationships in the school community of mutual respect.
- Be responsible for own actions and their impact on others.
- Be ready to understand and respect the views and feelings of others
- Show respect to all members of the school community
- Empathise with the feelings of others.
- Be fair
- Be willing to be reflective to change behaviours
- Learn to work cooperatively
- Demonstrate positive behaviour out of school as well as being responsible members of society.

At Southam Primary School we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.

- Teachers have a power to impose detention out of school hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

(Taken from the DFE guidance – behaviour and discipline)

Managing Behaviour Incidents

When behaviour incidents occur, Southam Primary School will respond in a fair, consistent, and proportionate manner.

- **Graduated Response:** Implementing a graduated response to behaviour incidents, starting with low-level interventions and escalating as necessary.
- **Consistent Application:** Applying the policy consistently across the school, ensuring that all staff are aware of the procedures and expectations.
- **Fairness and Equity:** Ensuring that all children are treated fairly and equitably, taking into account their individual needs and circumstances.
- **Reasonable Adjustments:** Making reasonable adjustments for children with SEND, as required by the Equality Act 2010.
- **Record Keeping:** Maintaining accurate records of behaviour incidents, including the nature of the incident, the actions taken, and the outcomes.
- **Communication with Parents:** Communicating with parents about behaviour incidents in a timely and sensitive manner.
- **Exclusions:** Using exclusions as a last resort, in accordance with the school's exclusion policy and relevant guidance.

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

Pupils conduct outside the school gates

What the law allows:

At Southam Primary School we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the **positive handling policy** will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers will also be invited to participate.

Malicious Allegations

At Southam Primary School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidentially and every effort will be maintained to guard off any publicly while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this.

Teachers will be responsible for reporting any early warning signs for behaviour and safety to the SENCO and Headteacher so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. The Headteacher and SENCO will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment

We recognise that for a small number of children the behaviour model will need adapting to their individual circumstances. Children who have experienced significant trauma, have attachment needs or ASD needs may need an approach which allows them to self regulate with the support of an adult before they are able to deal with consequences of their behaviour. These children will be recognised by the adults working with them and the appropriate approaches used.

The Head teacher will share positive stories about best and improving behaviours. She will work in an open and honest way with parents in order to achieve the aims of this policy

School/ Classroom rewards

Incentives

We have “whole school” and class incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives-

- Star of the week - one child is chosen from each class who has displayed excellent behaviour or attitude to learning. Each child receives a certificate in the celebration assembly.
- Headteacher award
- Celebration assembly. Certificates are presented to children in recognition of their efforts and linked to school rules.
- Weekly book box

Class Reward Incentives

Reception- children receive Gold Stars and children are awarded certificates for each 10 Gold Stars that they achieve and these are awarded in weekly assemblies

Year 1- children receive Gold Stars and children are awarded certificates for each 10 Gold Stars that they achieve and these are awarded in weekly assemblies

Year 2- children receive Gold Stars and children are awarded certificates for each 10 Gold Stars that they achieve and these are awarded in weekly assemblies

Year 3- Class Dojo points- individual classes decide rewards linked to these dojo points e.g. extra playtime, choosing time

Year 4- Class Dojo points- individual classes decide rewards linked to these dojo points e.g. extra playtime, choosing time. Additional breaktime as rewards for TTRS tournaments.

Year 5- Class Dojo points- individual classes decide rewards linked to these dojo points e.g. extra playtime, choosing time

Year 6- Class Dojo points- individual classes decide rewards linked to these dojo points e.g. extra playtime, choosing time

Key Stage 1 Behaviours and Sanctions

Step 1 – Low level classroom disruption <i>Talking, distracting others, calling out, wandering around class, not attempting work, disrupting equipment</i>	Verbal request <i>Remind to use “indoor voice”</i> <i>Suggest they are moving to “yellow zone” and need to move back to “green”</i> <i>Remind child of strategies for getting back to green</i> <i>Remind of rules (ready to work, respectful of others working)</i> <i>Praise/ use chn with desired behaviour as models.</i>	Repeat twice
	Reception <i>Reinforce with Makaton pictures on lanyards</i> <i>Thinking time</i>	<i>3 reminders of expectation given</i> <i>2 choices given- behaviour expectation and behaviour non expectation</i>
Step 2 – Negative behaviour <i>Continual talking, not listening to adults, rudeness to adult, refusal to engage in task in classroom</i>	Verbal warning/ time out <i>Verbal warning – you are in “yellow zone” and need to calm to “green”</i> <i>Request to move to “quiet zone” to calm – can be inside or outside classroom depending on environment</i> <i>Or external activity with adult e.g. walk around school</i> <i>Move to work in another area of room for remainder of session away from distraction</i> <i>Provision of activities to support sensory regulation</i>	
	Reception	<i>3 reminders of expectation given</i>

	<i>Quietly spoken to and reminded about expectations</i>	<i>2 choices given- behaviour expectation and behaviour non expectation</i>
Step 3 – Offence – Physical/ Verbal offence <i>Continuing refusal/ rudeness to adult including refusal to come in after break/ lunch or leaving classroom without permission, physical – hit/ kick/ bite/ name calling</i>	Time out of classroom or playtime <i>Time out on bench or standing next to adult – up to 5’00</i> <i>Time out in classroom missing playtime – up to 5’00 if offence at end of play or during lesson</i>	Agree time for offence: 2’00 for name calling/ leaving classroom 2’00 for push/ wrestle 3’00 for other 5’00 if another child hurt but not requiring first aid
Step 4 – Offence – Physical injury/ Continuing verbal offence <i>Continuing rudeness after Stage 3 sanction/ hitting or physical assault on staff/ significant injury to another child/ damage to school property</i>	Removal from classroom/ playground <i>Internal exclusion - sent to another teacher/ SLT/ Headteacher for action</i> <i>Sent to blue chairs for remainder of play/ lunch</i>	Teacher appropriate to child can be same or another year group If blue chairs – adult to monitor Post on CPOMS/ parents to be contacted by phone/ face to face If child consistently reaches this point class teacher to speak to SENCO and behaviour to be monitored using ABC trigger chart. Individual behaviour plan to be drawn up and followed.
Step 5 – Offence <i>Ongoing/ repeated bullying</i> <i>Severe injury to adult/ other pupil</i> <i>Leaving the school grounds/ endangering during off-site visit</i> <i>Behaviours which prevent class from learning/ require class to leave room</i>	Sent to Headteacher for sanction which depending on severity: <i>Internal exclusion in head’s office – AM/ PM/ all day</i> <i>Lunch time exclusion</i> <i>Fixed term exclusion</i>	Behaviour log on CPOMS Phone call and meeting with parents/ carers

<u>Behaviour</u>	<u>Sanction</u>
Step 1 Negative Behaviour Child talking (non-disruptive) Talking, distracting others, arguing with peers, calling out	Non Verbal A look, standing near the child, reminder of class rules, praise children nearby. Verbal Request 'Name' your (describe action) please can you (desired behaviour). Praise a child with desired behaviour. Opportunities given for movement break or sensory regulation
Step 2 Negative Behaviour Rudeness to staff, continual talking, refusal to follow instructions.	Verbal Warning 'Name' you have continued to (describe action) if you continue the consequence will be Moving to separate table, losing 2 minutes of breaktime. Give child opportunity to put it right making clear what is needed to do this
Step 3 Negative Behaviour Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions. Disruption to learning. Use of inappropriate language	Time out in class 'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out. Praise another child with desired behaviour. Time out of class to think about actions followed by discussion regarding how to correct poor behaviour choice. Loss of breaktime/ Golden Play
Step 4 Negative Behaviour Refusal to come in from playtime/lunchtime. Leaving the classroom without agreed permission High level disruption impacting teaching Continual difficulties with verbal or physical assaults at breaktimes	Sent to phase team leader, deputy headteacher (dependent on availability), SENCO for children with SEND behavioural needs or Headteacher 'Name' you need to go to time out with phase leader' Headteacher for action. Then you need to (Desired behaviour). If you continue to do action, then you will..... Phase leaders/ Headteacher to track the number of time outs a child has each half term- recorded on CPOMs. On the second time out the teacher will call parents Access to lunch club rather than being on playground for specified period of time
Step 5 Offence Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,	Sent to the Head teacher Possible sanctions: Time out for AM/PM Letter and phone call home Meeting with parents/ carers A behaviour record of the child will be made
Step 6 Offence Physical violence towards staff Leaving the school grounds Climbing on school property	Sent to the Head teacher The head will then decide possible sanction: Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record of the child will be made

All sanctions should be implemented as close to the incident as possible. Staff should avoid writing names on the board for negative behaviours as this further enforces the shame cycle.

Whilst our school behaviour policy is appropriate for the vast majority of our pupils, we recognise that for some children with additional needs such as ASD, communication needs or social and emotional difficulties, a more bespoke plan may be required. School recognise that both attachment needs and trauma can contribute to a child's behaviour and recognise that relationships in school are key to children feeling safe. Class teachers understand that behaviour is an outward sign of an underlying emotion and will endeavour to understand where the behaviour stems from.

The following plan has been devised in consultation with the school Educational Psychologist.

In order to keep everyone in school safe there are some behaviours which cannot be tolerated in the school environment, these include physical assaults on staff, causing significant injury to peers, damage to school property, leaving the school grounds and refusing to comply with requests that keep others safe or prevent them from learning. When these behaviours occur the head teacher will decide the sanction, which may include internal or external exclusion.

If a child consistently finds themselves at level 4 or above of the behaviour policy, class teachers will raise concerns with the SENCO. A stepped approach will then be taken.

1. Class teachers will look at an ABC chart to try and identify triggers in the child's behaviour.
2. All staff recognise that many children with neurodiversity can exhibit high levels of behaviour when they feel anxious and unsure and will endeavour to always prepare these children for any changes that are likely to occur in the near future e.g. trips, changes of staff. Supportive resources such as social stories can be used effectively for such occasions.
3. SENCO and class teachers will meet with parents to discuss behaviours observed in school and compare with those in the home environment.
4. Parents and staff to draw up a positive behaviour plan which helps staff to identify stages of dysregulation and agree strategies that will be used during these times.
5. School will identify a key member of staff that a pupil can seek support from in the event of dysregulation. School will consider environmental supports as well as proactive plans to avoid behaviour triggers. Positive reward plans will also be put in place. School will implement programmes to support behaviour regulation and development of social skills, where resources permit.
6. In the event of behaviours still remaining of significant concern additional support will be sought from outside agencies.



Name of Child:	Year:
Date of Plan:	Date of Review:
Contributing:	

Description of actions the child is taking	1	
	2	
	3	

[illegible]



Southam Primary School

Behaviour Support Plan

Name of Child:	Year:
Date of Plan:	Date of Review:
Contributing:	

Behaviour/ Actions	
1	
2	
3	

Environmental Supports

Pro Active Action Plan

Reactive Action Plan

What do we think that the child is telling us about their need with this behaviour?	
Expressed Needs	Hidden Needs

Skill Building Plan



Southam Primary School

Responsive Co-Regulation Plan

Name of Child:	Year:
Date of Plan:	Date of Review:

Responsive Co-Regulation Plan		
State of Regulation	What we see/ hear	What we can try to bring the child back to a safe and social state
5 Crisis (unsafe)		
4 Reactive (not able to think or plan)		
3 Dysregulated		
2 Mild stress (alert, agitated)		
1 Safe and calm social state (calm and socially engaged)		