South Hill Primary School

Positive Behaviour Policy

Date adopted: September 2025
Due for review: September 2026

South Hill Primary School

"Building Character, Learning Together"

1. Introduction

This policy ensures that there are agreed and shared values that promote a whole school ethos of positive behaviour at South Hill Primary School. This is supported by the Hertfordshire Therapeutic Thinking approach in the teaching of behaviour in order to support learning and pupil wellbeing.

The policy has been shared with staff and presented to the Governing Body. The document is available on our school website.

2. Philosophy

At South Hill School we believe that positive behaviour is an essential prerequisite to effective learning and enhances children's wellbeing. This in turn leads to a happy and safe place to learn.

3. Aims

Our Positive Behaviour Policy and school values are designed to improve educational outcomes for all pupils by promoting their engagement with education. We encourage good behaviour through high expectations and mutual respect between pupils and staff. We emphasise the need for everyone to respect each other as part of our school community. We aim to ensure that all children have the opportunity to reach their full potential.

4. Parental Responsibility

Parents play a vital role in promoting positive behaviour and we encourage working in partnership. The school expects that parents will give their full support to the school in respect of their child's behaviour.

The Home/School Agreement states the following in support of positive behaviour.

Parents/Carers will:

- Ensure that my child attends school daily and on time
- Ensure my child wears the correct uniform
- Support my child to demonstrate positive behaviours in school
- Ensure all items of clothing and equipment are named
- Make the school aware of any concerns or problems that might affect my child's wellbeing
- Support the school's policies and ethos, including online safety and the publishing of images on the internet
- Speak to the school about any parental worries or concerns in a proactive manner
- Not use social media maliciously against the school (WhatsApp groups, Facebook etc)
- Support my/our child with home learning and reading
- Attend parents' evenings and discussions about my/our child's progress

5. Ready to Learn – Parental Responsibility

We expect all our pupils to come to school 'ready to learn'. To achieve this our learners need support from parents/carers to be punctual, attend daily and for parents/carers to follow the above statements from our Home/School Agreement.

6. Promoting Positive Behaviour
At South Hill School all staff working with our children receive training in Hertfordshire's therapeutic approach to behaviour.

- All staff promote valued, positive behaviour
- All staff support children's behaviour
- We promote a consistent approach to behaviour
- We teach children how to respond to unhelpful feelings in a constructive manner
- We recognise that all behaviour is a form of communication

7. Training
Staff are trained in the Hertfordshire Therapeutic Thinking approach to behaviour management. We have two members of staff who are accredited Hertfordshire Therapeutic Thinking tutors and can deliver the initial training to our staff. Annual refresher training is provided for all staff.

8. Responsibility for Promoting Positive Behaviour
All learners, parents, staff, governors and visitors who come into school have responsibility for promoting positive behaviour by teaching right from wrong.

9. The Responsibility of Staff to Support Positive Behaviour
To achieve positive behaviour staff will:

- Ensure lessons are of a high quality
- Consistently and regularly monitor and notice behaviour - spotting and rewarding positive behaviours, as well as correcting detrimental behaviours
- Provide structure, routine, boundaries and high expectations
- Supervise children as they walk around the school
- Give logical consequences based on the detrimental behaviour
- Give specific praise to pupils
- Provide a tidy, calm environment

Behaviour needs to be taught just as we teach other areas of the curriculum. This is achieved by:

- The modelling and praise of positive behaviour
- Teaching pupils about their feelings and emotions
- Focusing on the behaviour rather than the child
- Distinguishing between developmental behaviour and unacceptable or challenging behaviour
- Some children, who have specific needs that impact their behaviour, may find it difficult to follow the South Hill Way. Individual strategies will therefore be implemented and the pupil will have an individual risk management plan.

10. Praise, Reward and Celebration
Positive behaviour is *intrinsically learnt* through:

- Positive reactions from peers/teachers/adults
- Positive feelings/responses of others
- Feeling good inside
- Smiles and happiness from peers/teachers/adults

Positive behaviour is also rewarded by:

- Verbal praise from adults and peers
- Written praise in books
- Stickers
- Awarding house points
- Showing good work to other classes, teachers and subject leaders

- Showing good work to the Headteacher
- Good work and achievements being displayed on ClassDojo
- Class initiatives such as a gem pot to support collaboration
- Celebration Tree – a leaf given to celebrate activities and interests outside of school
- Star of the Week certificates
- Praise pad certificates
- Representing the school at off-site extra-curricular events

11. The Therapeutic Approach

At South Hill School we recognise that:
Positive experiences create helpful feelings
Helpful feelings lead to positive behaviours
Negative experiences create unhelpful feelings
Unhelpful feelings lead to detrimental behaviours

- We seek to understand the reason why a pupil is presenting detrimental behaviour.
- We recognise that some pupils need a personalised plan to meet their specific needs which may require more specific therapeutic thinking.

12. The South Hill Way

To have clear expectations for behaviour, we follow **the South Hill Way.** This is based on the 4 Rs (Reflect, Responsibility, Resilience and Respect). These words are linked to British values.



13. South Hill Behaviour Model

Working alongside the South Hill Way, we have the South Hill Behaviour Model which aims to promote positive behaviours and gives clear expectations. This policy and the behaviour model have been developed with a therapeutic approach. It is a guide to positive and detrimental behaviours and our possible responses. (see appendix 1)

14. School Trips/Extra Curricular Activities

We ensure that all curriculum-based off-site visits are made accessible to all pupils. If, before a school trip, a pupil is deemed to be at risk of putting themself or others in danger,

an appropriate risk assessment will be devised which may involve asking a parent/carer to accompany them. This will be discussed with parents.

Pupils who are invited to take part in extra-curricular activities (eg sports competitions and singing activities) are trusted to represent the school. Pupils who display behaviours that are detrimental to themselves, others or the school are at risk of not attending these activities.

15. Playground Rules

On the playground pupils will:

- Respect adults
- Respect pupils
- Respect equipment

At the end of breaks pupils will:

- 1st whistle = stop and be silent
- 2nd whistle = walk to line up
- We line up quietly and face the front

Pupils who do not follow the rules receive time out by standing with an MSA or standing by the fence for a suitable period of time.

MSAs feed back concerns to class teachers or class teaching assistants at the end of lunchtime. Dangerous incidents are reported to SLT on duty immediately.

16. Planning to Support Learners in Crisis

At South Hill we use various tools to analyse the behaviours of pupils who are demonstrating they are in crisis so that we can implement specific individualised approaches to support them.

These include:

- Early diagnosis tool
- Motivational checklist
- Sensory checklist
- Predict and Prevent analysis and support
- ABC charts and Anxiety Mapping
- Therapeutic Tree

Following the above, we may introduce a bespoke plan for an individual child that will consistently be implemented by all staff working with them, including:

- De-escalation scripts
- Individual Risk Management Plan

17. Individual Risk Management Plan

For the vast majority of pupils, our Positive Behaviour Policy, the 4 Rs/the South Hill Way and The Behaviour Model are effective. However, a few pupils may require an Individual Risk Management Plan. This formalises bespoke strategies that differ from policy. Learners who require a plan have differing needs and the usual everyday strategies are insufficient. These should be produced with the support of a team consisting of the class teacher and any adults that work with the child in conjunction with the INCO.

An Individual Risk Management Plan might:

- Be based on analysis from the Therapeutic Tree
- Be based on ABC charts and Anxiety Mapping of the child
- Be based on motivations and sensory needs

- Involve parents, carers and pupils to ensure all parties understand the actions and expectations of the school and what actions the school may take
- Include a risk assessment to ensure staff act reasonably, consider the risks and learn from the outcomes
- Take into consideration the age and development of the child, and the understanding and competence of the individual learner
- Consider approaches appropriate to the learner's circumstances and will focus on the stages, to prevent a crisis as well as what to do during and after a crisis.

18. Consequences (After an incident)
Consequences are either **Learning Consequences** or **Protective Consequences**.
At South Hill we understand that children will make mistakes and that they need to be supported to learn alternative ways to behave. We therefore ensure that all incidents of detrimental behaviour are followed up with a learning consequence. At times it may also be necessary to have an additional protective consequence to ensure that everyone in the school is able to feel safe.

Learning Consequence:
This is an opportunity for the pupil to discuss alternative ways of managing their feelings and behaviours. Pupils will talk through mistakes with an adult, make a plan for alternative ways of behaving and put right anything that was wrong. This will usually take place at playtime or lunchtime and may include:

- Restorative conversations
- Engaging with tasks to help with reflection and future plans, eg a sorry letter or card, a poster showing positive ways to manage situations, a diary entry about the incident, or a report on what happened
- Assisting with repairs/tidying up

Protective Consequence:
Protective consequences are required should a child be putting themselves or others at risk of harm and should therefore have a clear safety element that ensures the child does not repeat the same detrimental behaviour.

Protective consequences may require:

- Increased staff ratio
- Removal, limited or differentiated access to playground
- Alternative arrangements for educational offsite visits
- An escort in social situations
- A differentiated teaching space
- Suspension or permanent exclusion

19. Managing challenging behaviour: in the moment
For the vast majority of pupils, the following strategies support a quick transition back to positive behaviours:

- Distraction
- Engagement with a task
- Use your positive relationship to enable the child to feel safe and supported
- Be consistent – follow the South Hill Behaviour Support Chart (see Appendix 2)
- Use of pupil's name and a positive reminder of the expected behaviours (the South Hill Way)
- Use simple language and acknowledge their frustration, show them you understand "It's ok to feel frustrated/angry/upset, take a breath"

- Provide calming time: time and space for the child to make a prosocial decision – use your class reflection table
- Minimise the risk – encourage use of a safe space, remove other children from the area or book corner
- Exercise can help release the anger and stress (if safe try the daily mile/go for a walk to the toilets)
- Specific praise once a return to positive behaviour is seen
- At a later time, re-visit the reasons behind the challenging behaviour

20. Dangerous and Difficult Behaviour

Some behaviours exhibited can be identified as difficult and some dangerous.

Difficult behaviour = detrimental behaviour that is not dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility.

Our response to dangerous behaviours is set out in the context of Hertfordshire therapeutic approach to behaviour. Responses to these behaviours aim to de-escalate.

De-escalation language/scripts:

- *Child's name, I can see something has happened,*
  - *I am here to help*
  - *Talk and I will listen*
  - *Come with me and……*
- *Use language that says what you want the child to do: positive phrasing: "Go and sit at the reflection table, thank you", "Take a break and stand at the fence, I'll come and talk to you in a minute"*
- *Provide limited choices: "You could do 'this' or 'that'"*
- *Disempower the behaviour: "It's okay, you can listen from there", "It's okay, come out when you are ready"*

Remember, children in crisis do not hear words - they see body language and read the tone of voice

Difficult	Dangerous
Frequent shouting/calling out	Causing injury to others by hitting, pushing, kicking (violence towards others)
Refusing to follow instructions or expectations	Leaving or attempting to leave the school site
Refusing to complete work or tasks	Violently throwing objects at peers/adults
Use of negative or inappropriate language	Significant damage to school property
Racism/homophobia/sexism	
Swearing	
Making disruptive noises	
Spitting	

21. Suspensions and Permanent Exclusions

At South Hill School **suspensions** may be used as a protective consequence following persistent difficult behaviours or following a dangerous incident. This result provides time for the child to have support from their parents/carers to reflect on their behaviours. It also enables the school to plan alternative ways of working with the child to prevent the situation happening again.

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In the absence of the Headteacher, an Assistant Headteacher may suspend a pupil.

Permanent exclusion may be a consequence of extremely difficult and persistent difficult behaviours and dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted.

For more information on suspensions and permanent exclusions, please see the following document from the Department for Education:
https://www.gov.uk/government/publications/school-exclusion

If a pupil is suspended or excluded the school will follow government guidance at the link above.

- The parents/carers should be informed immediately, giving reasons
- A confirmation letter is given to parents/carers outlining the reason(s) and period
- The Headteacher will make it clear to parents that they can appeal the decision to the Governing Board
- The Headteacher informs the Local Authority and the Governing Board about a permanent exclusion and any suspensions beyond 5 days in any one term
- The Governing Board cannot either suspend or exclude a pupil or extend the period made by the Headteacher
- A re-integration meeting will be scheduled, where changes to behaviour management and support will be agreed with the parents/carers
- A copy of all paperwork will be kept for future reference

22. Learners with Special Educational Needs and Disability

At South Hill we recognise that in our support of inclusion, there will be learners who need a personalised approach to their behaviour needs. The rewards and consequences that the school uses may not therefore be the most effective in supporting certain pupils. The school will therefore use other interventions and support and such support will be in conjunction with external agency advice and recommendation. As a consequence, some pupils may have an individual risk management plan.

23. Behaviour Monitoring

All staff are required to report behaviour concerns to the class teacher. If the incident is serious, it should be recorded on CPOMS, under the category behaviour incident, with a record of the actions taken. The class teacher may decide to record on CPOMS on-going low-level concerns using the behaviour monitoring category. Anything recorded on CPOMS should be shared with parents/carers.

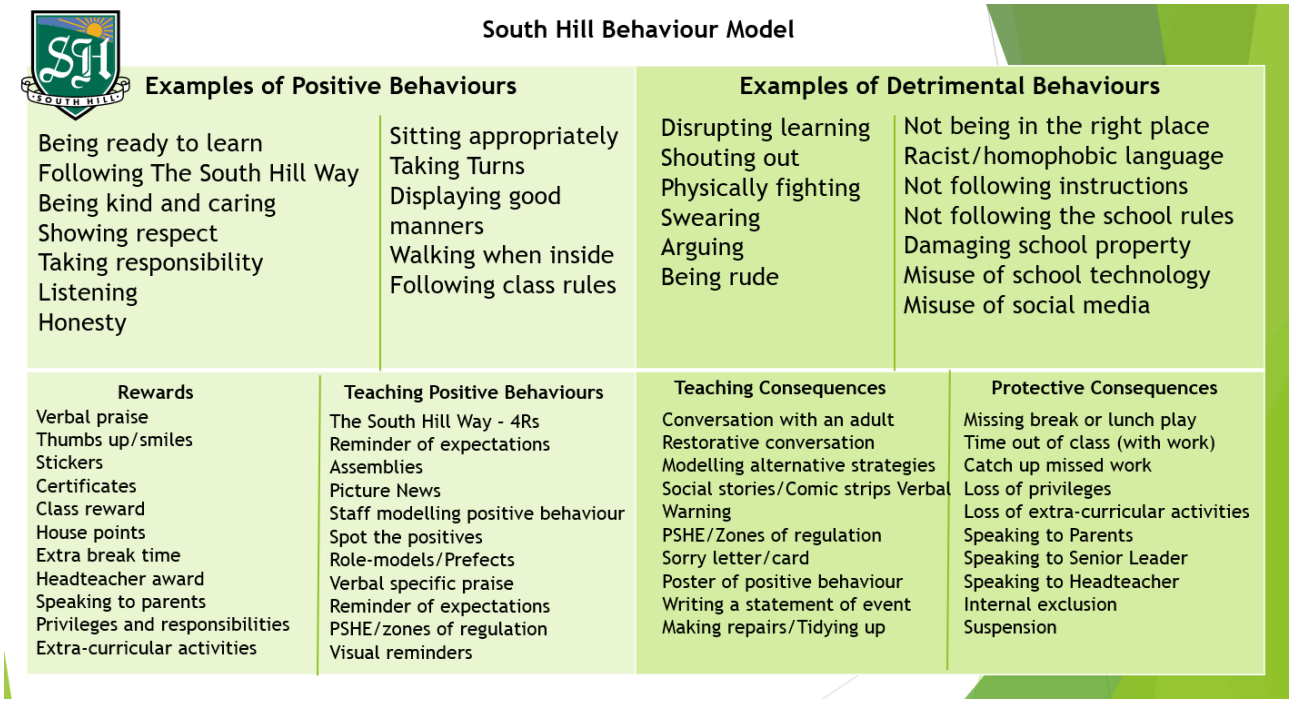
Behaviour Support Teachers monitor detrimental behaviour patterns in their phase and provide support to class teachers as required.

The SLT also monitor and discuss behaviour on a regular basis.

24. The Role of the Governors

The Governing Board has responsibility for overseeing generic guidelines on behaviour standards and discipline. The Headteacher implements the Positive Behaviour Policy and strategies and reports to governors on a termly basis.

Appendix 1: South Hill School Behaviour Chart



South Hill Behaviour Model

Examples of Positive Behaviours

Being ready to learn
Following The South Hill Way
Being kind and caring
Showing respect
Taking responsibility
Listening
Honesty
Sitting appropriately
Taking Turns
Displaying good manners
Walking when inside
Following class rules

Examples of Detrimental Behaviours

Disrupting learning
Shouting out
Physically fighting
Swearing
Arguing
Being rude
Not being in the right place
Racist/homophobic language
Not following instructions
Not following the school rules
Damaging school property
Misuse of school technology
Misuse of social media

Rewards

Verbal praise
Thumbs up/smiles
Stickers
Certificates
Class reward
House points
Extra break time
Headteacher award
Speaking to parents
Privileges and responsibilities
Extra-curricular activities

Teaching Positive Behaviours

The South Hill Way - 4Rs
Reminder of expectations
Assemblies
Picture News
Staff modelling positive behaviour
Spot the positives
Role-models/Prefects
Verbal specific praise
Reminder of expectations
PSHE/zones of regulation
Visual reminders

Teaching Consequences

Conversation with an adult
Restorative conversation
Modelling alternative strategies
Social stories/Comic strips Verbal Warning
PSHE/Zones of regulation
Sorry letter/card
Poster of positive behaviour
Writing a statement of event
Making repairs/Tidying up

Protective Consequences

Missing break or lunch play
Time out of class (with work)
Catch up missed work
Loss of privileges
Loss of extra-curricular activities
Speaking to Parents
Speaking to Senior Leader
Speaking to Headteacher
Internal exclusion
Suspension

Appendix 2: South Hill School Behaviour Support Chart

