



Southbourne Junior School Positive Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated positively and fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, promoting the safeguarding and welfare of children. We adhere to our school values of P.R.I.D.E. (perseverance, respect, independence, discovery and enthusiasm) in everything we do.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst being committed to eliminating discrimination, harassment and victimisation. This policy aims to help children to become positive, responsible and increasingly independent members of the school community, fostering good relations between all pupils.

Southbourne Junior School aims to develop an ethos of kindness and co-operation by:

- providing a safe, comfortable and caring environment where optimum learning takes place
- using a consistent and calm approach
- ensuring all adults take responsibility for managing behaviour and follow up incidents
- ensuring all adults use a consistent language to promote positive behaviour
- using restorative approaches through positive intervention

We aim to provide simple, practical procedures for staff and children that:

Foster the belief that there are good choices and not good choices
Encourage children to recognise that they can and should make good choices
Recognise individual behaviour norms and respond appropriately
Promote self-esteem and self-discipline
Teach appropriate behaviour through positive intervention

At Southbourne Junior School all staff will:

Take time to welcome the children at the start of the day
Be ready for learning with the children
Regularly celebrate children whose efforts go above and beyond expectations
Deliberately and persistently catch children doing the right thing and praise them
Develop positive relationships with all children
Remain calm, keeping emotion for when it is most appreciated by the children
Teach and refer to the Zones of Regulation
Demonstrate care and compassion
Teach the behaviours they want to see, reinforcing conduct and attitudes that are appropriate to context
Build mutual trust even when trust is broken, time is wasted and promises are not kept

The senior leadership will:

Be a visible presence around the school
Encourage use of positive praise
Ensure staff training needs are identified and met
Support staff in managing children with more complex and challenging behaviours

Dojo points and PRIDE postcards may be awarded for seeing the school values of P.R.I.D.E:
 Learning – effort, attitude, presentation, quality, participation, motivation
 Manners – good behaviour, politeness, kindness, helpful, thoughtfulness
 Responsibility and pride – uniform, respect, attitude

Adult Strategies to Excellent Behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour we expect
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Stepped Behaviour Boundaries

At Southbourne Junior School we use a stepped boundaries approach:

Stepped Boundaries with a calm, consistent approach:	
Reminder	I noticed you chose to... This is a reminder that we need to... You now have the chance to make a better choice Thank you for listening to...
Review	I noticed you chose to... If you choose to... you will leave me no choice but to ask you to move tables Do you remember when...? (e.g. of good behaviour modelled) I know you can make good choices I will speak to you for two minutes after the lesson (quietly to the child)
Reflect TIME TO THINK!	I noticed you chose to... You need to... (go and sit in a quiet area) I will speak to you when you/I am ready and calm Do NOT describe the child's behaviour to another adult in front of the child
Repair and Restore	What happened? What were you feeling at the time? How do you feel now? How did this make other people feel? Who has been affected? What should we do to put things right? How can we do things differently? (This is a shared discussion with adult and child both answering the questions together)

Extreme and Challenging Behaviours

Some children exhibit particular behaviours which may be based on adverse childhood experiences, family circumstances or particular needs. As a school we recognise that their behaviours may be a way of communicating their emotions. Some children will have a pastoral support plan and/or an individual risk assessment.

We will use therapeutic and restorative approaches to managing challenging behaviour, in line with the West Sussex SEND Strategy. These will be tailored to individual needs and will draw on the expertise of external agencies where appropriate.

When dealing with extreme behaviours, the school adheres to the DfE Guidance Restrictive interventions, including use of reasonable force, in schools. This will only be used as a last resort.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- 1. causing injury to themselves or others*
- 2. committing a criminal offence*
- 3. damaging property*
- 4. causing disorder among pupils at the school, whether during a teaching session or otherwise*

When using restrictive interventions the following will be addressed:

Is it necessary?

Is it proportionate?

Have you considered the pupil's welfare?

Suspension

Suspension is an extreme step in most cases. The school follows the Department for Education guidance on suspensions. Suspensions can be internal, fixed term or permanent.

The decision on whether to suspend is for the head teacher to take. However, where practical, the head teacher should give pupils an opportunity to present their case before taking the decision to suspend. Whilst a suspension may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

A decision to suspend a pupil permanently should only be taken:

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

Permanent suspension will only be taken as a last resort and will have the best interest of the child at heart.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do our best to ensure that all pupils are free from fear. (See Anti-bullying policy)

Off-site Discipline

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- 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

- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. This policy is available on the school website for parents.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Parents may wish to use the stepped boundaries (in the table above) at home for consistency.

Monitoring

The school keeps records of negative behaviour on CPOMs.

It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

January 2026

To be reviewed January 2029

Terminology (DfE Guidance Restrictive interventions, including use of reasonable force, in schools April 2026)

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the DfE document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.