



Southridge First School
'Proud to Make a Positive Impact'

Southridge First School

Promoting Positive Behaviour and Discipline Policy

Date of Adoption by the Governing Body:	Summer 2026
Date of future review:	Summer 2027

Promoting Positive Behaviour and Discipline Policy (Outstanding Practice Model)

Vision and Ethos

Southridge First School is committed to creating a safe, inclusive, nurturing and ambitious environment where every child feels a strong sense of belonging. We aim to develop confident, resilient learners who demonstrate respect, kindness and responsibility.

Inclusive Behaviour Principles

We recognise that behaviour is a form of communication. All behaviour must be understood within its context, including a child's developmental stage, SEND needs, attachment history and life experiences.

We are committed to a fully inclusive approach where expectations are high for all, but support is personalised. Staff make reasonable adjustments to ensure fairness, equity and access at all times.

Roles and Responsibilities

All staff are responsible for promoting positive behaviour through consistent, relational and reflective practice. Leaders ensure systems are implemented equitably and monitored rigorously. Pupils are supported to take responsibility for their behaviour and contribute to a positive school culture. Parents are partners in supporting behaviour.

Promoting Positive Behaviour

Positive relationships are the foundation of behaviour at Southridge. Staff explicitly teach expectations, routines and emotional literacy.

We prioritise:

- Clear, consistent routines
- Explicit teaching of behaviour
- Positive recognition and praise
- Celebration of effort and progress
- Development of self-regulation skills

Pupil voice is actively encouraged through discussion, reflection and leadership opportunities.

Graduated Response

Universal Provision: High-quality teaching, structured routines, and positive classroom climates.

Targeted Support: Small group interventions, mentoring, targeted pastoral support.

Specialist Support: Individual behaviour plans, external agency involvement, SENCO-led interventions following Assess, Plan, Do, Review.

Responding to Behaviour

Staff use calm, consistent and proportionate responses. Professional judgement is used to balance consistency with flexibility.

Responses may include:

- Non-verbal cues and redirection
- Restorative conversations
- Time for reflection
- Adjusted tasks or environments
- Logical and proportionate consequences

Restorative Practice

Restorative approaches are central to our practice. Pupils are supported to understand the impact of their behaviour, repair relationships and re-engage positively.

Key questions include:

- What happened?
- Who has been affected?
- How can we make things right?

Sanctions and Consequences: Inclusive Graduated Approach

At Southridge First School, we believe that consequences should be proportionate, consistent, and supportive, enabling pupils to reflect on their behaviour, repair relationships, and make positive choices in the future.

Sanctions are never used in isolation. They are always accompanied by support, reflection and, where appropriate, restorative conversations. Staff use professional judgement to ensure responses are fair, equitable and adapted to individual needs, particularly for pupils with SEND or additional vulnerabilities.

Low-Level Behaviour

Low-level behaviour may include:

Calling out, off-task behaviour, low-level disruption

Not following instructions promptly

Minor distractions to others

Typical responses:

Non-verbal reminder (look, proximity, gesture)

Quiet verbal reminder of expectations

Reinforcement of positive behaviour

Redirection to task

Short reflection time within the classroom

Change of seating or position

Repeated Low-Level / Emerging Behaviour Concerns

This includes:

Persistent disruption

Repeated failure to follow instructions

Continued off-task behaviour after reminders

Possible sanctions and responses:

Structured reflection time (e.g. time out within or nearby classroom)

Loss of a short period of free time (e.g. part of playtime, supervised)

Completion of unfinished work during a structured time

Restorative conversation with class teacher

Recording on behaviour log

Communication with parents where patterns emerge

Medium-Level Behaviour / Significant Incidents

Examples may include:

Rudeness to adults or peers

Verbal aggression

Repeated disruption affecting learning

Unsafe behaviour (e.g. pushing, rough play)

Deliberate refusal to follow instructions

Possible sanctions and responses:

Withdrawal from class for a short, supported period

Supervised loss of playtime or privileges

Meeting with senior staff

Restorative meeting to repair harm

Behaviour recorded formally (e.g. CPOMS)

Parental contact and discussion

Introduction of a short-term behaviour support plan

Daily report or monitoring system

Serious Behaviour Incidents

Examples may include:

Physical aggression

Bullying (including discriminatory language or behaviour)

Deliberate damage to property

Defiance or sustained unsafe behaviour

Behaviour that causes harm or distress to others

Possible sanctions and responses:

Immediate involvement of senior leadership

Removal from classroom for safety

Significant loss of privileges

Formal parental meeting

Individual behaviour plan with clear targets

Involvement of SENCO and/or external professionals

Internal suspension (where appropriate)

Restorative action is essential, including:

Repairing relationships

Supporting the harmed pupil

Structured reintegration support

Very Serious Breaches of Behaviour

These may include:

Serious or repeated aggression

Persistent bullying

Racial, sexual or discriminatory harassment

Significant safety risks (e.g. weapons, substances)

Possible sanctions:

Fixed-term suspension

Permanent exclusion (as a last resort)

Before exclusion, and where negative behaviour has developed over time, the school will demonstrate:

Evidence of graduated support

Reasonable adjustments for SEND

Engagement with external agencies

Following any exclusion:

A structured reintegration plan will be implemented

Ongoing pastoral and behavioural support will be provided

Inclusive Practice in Sanctions

Sanctions will always take into account:

SEND needs

Age and development

Emotional regulation

Known contextual factors

Adjustments may include:

Alternative consequences

Additional adult support

Use of safe spaces or sensory breaks

Support for SEND and Vulnerable Pupils

Staff adapt expectations and responses for pupils with additional needs.

Strategies may include:

- Sensory breaks
- Individual timetables
- Visual supports
- Increased adult support
- Personalised behaviour plans

Exclusion is avoided wherever possible through proactive support.

Behaviour and Curriculum

High-quality teaching minimises disruption. Lessons are engaging, appropriately challenging and inclusive. Behaviour expectations are embedded within learning and promote independence and resilience.

Monitoring, Evaluation and Accountability

Leaders monitor behaviour through data analysis, including patterns across groups such as SEND and disadvantaged pupils. This ensures equity and informs intervention.

Regular reviews ensure the policy is effective and inclusive.

“Equity does not mean treating every child the same—it means giving every child what they need to succeed.”