SOUTHWICK CHURCH OF ENGLAND PRIMARY SCHOOL
BEHAVIOUR POLICY

Our Vision

"Do Everything in Love" (1 Corinthians 16:14)

At Southwick Church of England Primary School, we believe that every child has the right to learn, be respected and feel safe. Through our Christian vision and values, we create a loving, inclusive and purposeful environment where all members of our school community can flourish.

Our behaviour policy is built upon the principle that behaviour is taught, modelled and nurtured. We seek to develop children who are responsible, respectful and ready to contribute positively to society.

Our Values

- Compassion
- Respect
- Friendship
- Responsibility
- Forgiveness
- Service

Aims

We aim to:

- Create a safe, calm and purposeful learning environment.
- Ensure all children can learn free from disruption.
- Explicitly teach positive behaviour and self-regulation.
- Foster positive relationships built on kindness and respect.

- Encourage independence, responsibility and self-discipline.
- Work in partnership with parents and carers.
- Support all children to achieve their full potential.

Scope

This policy applies to all pupils attending Southwick Church of England Primary School and sets out the expectations for behaviour during the school day, wrap-around care, educational visits, enrichment activities and any school-organised events. The principles, values and expectations outlined in this policy also apply to provision delivered before and after school, including wraparound care, clubs and childcare operated by or on behalf of the school.

All staff, pupils, volunteers and visitors are expected to uphold our Christian vision, *"Do Everything in Love" (1 Corinthians 16:14)*, ensuring that Southwick remains a safe, respectful and inclusive environment where every child can learn, grow and flourish.

Expectations

At Southwick, we have three simple school rules:

Be Ready

- Follow instructions first time.
- Listen carefully and participate positively.
- Arrive on time and prepared for learning.

Be Respectful

- Speak kindly and politely.
- Show consideration for others.
- Care for property and the environment.

Be Safe

- Keep hands, feet and objects to yourself.
- Move safely around school.
- Make choices that protect yourself and others.
  These expectations are taught explicitly through our behaviour curriculum and reinforced throughout the school day.

Positive Behaviour

We believe positive behaviour should be recognised and celebrated.

Children may receive:

- Verbal praise and recognition.

- Team Tokens – these are awarded to acknowledge positive behaviours linked to our values.
- Gold status.
- Certificates and celebration awards.
- Positive messages, phone calls or postcards home.
- Opportunities to share achievements in assemblies.
  Staff actively seek opportunities to recognise children who consistently demonstrate our values and school expectations.

Behaviour Support System

Green

All children begin each day on Green. Green represents meeting expectations.

Gold

Children who consistently exceed expectations may move to Gold and receive recognition.

Amber

Amber acts as a warning and an opportunity for reflection and correction.

Red

A child who continues to make poor choices after support and reminders may move to Red. Appropriate consequences will be applied and restorative conversations will take place.

Following a consequence, children are given a fresh start and supported to make better choices.

Serious Behaviour Incidents

Some behaviours may result in children moving directly to Red, including:

- Physical aggression.
- Deliberate harm to others.
- Racist, sexist, homophobic, disablist or discriminatory language.
- Swearing directed at others.
- Significant disruption to learning.
- Deliberate damage to property.
- Refusal to follow reasonable staff instructions.

  Such incidents will be recorded, investigated and communicated to parents where appropriate.

Restorative Practice

We believe children learn best when supported to reflect on their actions. They may be asked, where appropriate, to reflect in writing. You can find this form at the end of this policy.

Children may be asked:

- What happened?
- What were you thinking?
- Who has been affected?
- How can the situation be put right?
- What will you do differently next time?

Our focus is on repairing relationships, restoring trust and helping children make better choices in the future.

Supporting Children with Additional Needs

We recognise that some children, including those with SEND, may require additional support to meet behaviour expectations.

Reasonable adjustments may include:

- Individual behaviour/support/SEND plans.
- Personalised targets.
- Pastoral support.
- Adapted reward systems.
- Support from external agencies.

Any support provided will be proportionate, individualised and developed in partnership with parents and carers.

Playtimes and Lunchtimes

The same expectations of being Ready, Respectful and Safe apply in all areas of school life.

Where behaviour falls below expectations, staff will:

1. Remind and redirect.
2. Provide a warning.
3. Apply an appropriate consequence.
4. Refer serious incidents to senior leaders.

Home-School Partnership

Positive behaviour is most successful when school and home work together.

Parents and carers are expected to:

- Support the school's values and expectations.
- Ensure their child attends regularly and punctually.
- Communicate openly with staff.
- Work collaboratively with the school to address concerns.
  The school will:
- Communicate clearly and respectfully.
- Share successes as well as concerns.
- Work with families to support positive outcomes.

Safeguarding and Child-on-Child Abuse

Southwick Church of England Primary School maintains a zero-tolerance approach to bullying, discrimination, harassment and child-on-child abuse.

All concerns will be:

- Taken seriously.
- Recorded appropriately.
- Investigated promptly.
- Managed in accordance with safeguarding procedures.
  Further information can be found in the school's Safeguarding and Anti-Bullying Policies.

Suspensions and Exclusions

In exceptional circumstances, suspensions or permanent exclusion may be necessary.

These decisions will only be made by the Headteacher and will follow current statutory guidance, Local Authority procedures and DfE expectations.

Following any suspension, a reintegration meeting will be held to support the child's successful return to school.

An internal suspension (sometimes referred to as a withdrawal from class or internal isolation) may be implemented in response to serious breaches of the behaviour policy. This sanction involves the temporary removal of a pupil from their normal learning environment while remaining in school under adult supervision. Internal suspension will be used proportionately, taking account of the pupil's age, SEND, individual circumstances, and the seriousness of the incident.

Monitoring and Review

Behaviour incidents are monitored and recorded to identify patterns, evaluate the effectiveness of support and ensure consistency across the school.

The Headteacher and Governors will review behaviour data regularly to ensure that this policy remains effective and equitable for all pupils.

Behaviour Reflection Form

Name:	Date:

My behaviour was not:_____

(ready, respectful, safe)

How are/were you feeling?

Sad | Frustrated | Confused | Worried | Angry



☐ ☐ ☐ ☐ ☐

What went wrong?

_____

_____

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