



# Southfields Primary School

## Promoting Positive Behaviour Policy

**This is a statutory policy approved by the Fully Governing Body**

**Date agreed: 12<sup>th</sup> July 2022**

**Review Date: July 2025**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

**'Treat people as if they were what they ought to be, and you help them to become what they are capable of being.'**

**Johann Wolfgang von Goethe (1749-1832)**

## **1. Purpose of the policy**

This promoting positive behaviour policy should be the plan for the majority of children. In addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from the policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances. Everyone wants their child to attend a school where there is good behaviour, a safe environment and a positive attitude towards supporting children. Our philosophy as a school stems from the Cambridgeshire STEPs programme. The approach itself focuses on prioritising the feelings of everyone in the environment and works on providing a therapeutic approach. Our staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is a form of communication and unpick what the behaviours are telling us. As a school, we focus on positive experiences and feelings and we recognise that these usually lead to positive and helpful behaviour. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We use a therapeutic approach to teach children pro-social behaviours so that these become intrinsic and to recognise the outcomes of their choices. All staff aim to enable children to develop a sense of belonging and sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and deal with the consequences of the choices they make. This behaviour policy is designed to support the majority of children in our school. It is underpinned by the model of inclusion circles, with an understanding that some children may require strategies that differentiate from the policy, such as a Risk Reduction Plan. These plans are created, implemented and reviewed with the support of parents and all staff.

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'*

EYFS March 2021

Our policy is underpinned by the principles of **Therapeutic Thinking**

### **1.1 What is Therapeutic thinking?**

*An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the **dynamic**.*

When we use a therapeutic approach;

- We analyse behaviour rather than moralise it.
- We look for the root cause based on feelings and experiences.
- We model therapeutic practices for all.
- Our language and vocabulary is chosen carefully to be outcome and resolution focussed.

The policy aims to:

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class and school dynamic.

- To support the inclusion of those pupils with difficult or dangerous behaviours.
- To ensure a positive environment for safe learners.
- To reduce and eliminate exclusions.

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture that inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

## 1.2 Legislation and statutory requirements

This policy is based upon advice and training from the following:

- Training delivered by Angela Wadham, the founder of therapeutic thinking to three members of staff who are step-on tutors.
- Step-on tutors delivering training to the whole staff team.
- DfE Behaviour and discipline in schools.
- DfE Searching, screening and confiscation in schools.
- The Equality Act (2010).
- DfE Use of reasonable force in schools.
- DfE Supporting pupils with medical conditions at school.

## 1.3 Policy Principles

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

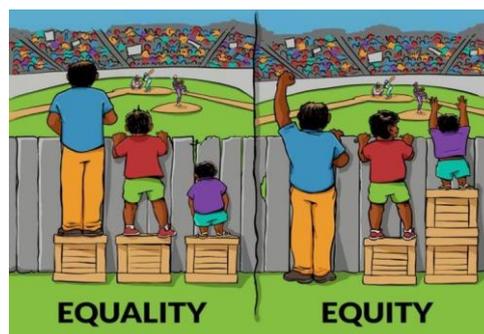
This policy is based on the rights, responsibilities and needs of individual and groups of pupils:

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

## 1.4 Supporting All Learners

As a school we realise that it is important to have a consistent approach in all areas of school to promote pro-social behaviours that benefit every dynamic. As a school we have agreed common strategies that all staff use to motivate children within the variety of dynamics they experience in school. We strongly believe in making reasonable adjustments to provide equity for all of our learners.

## 1.5 Equality and Equity



**Equality is treating everybody the same.**

Equality aims to promote fairness but it can only work if everyone starts from the same place and needs the same help.

**Equity is giving each individual what they need to achieve success.** At Southfields Primary School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

## 2. How do we teach behaviour?

External discipline is controlling behaviour whereas internal discipline is teaching behaviour. To create change we need to understand and not simply suppress the behaviour.

***Relationships- invest at the start. The more you know about the child, the more therapeutic you can be. We want the children to do something because they know it is the right choice and not for a reward.***

- **Role modelling** -this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them.
- **Consistency**- not equality.
- **Routines**- but with flexible thinking referring to individual circumstances and quick wins.
- **Prioritising prosocial behaviour**- really valued in every child, thank them using proximal praise. Planning alternatives to antisocial behaviour.
- **Reward and positive reinforcement** - should be given freely and unexpectedly, not as a form of bribery.
- **Feedback and recognition**- give feedback when something hasn’t been asked for – do not just celebrate the things that are expected.
- **Comfort and forgiveness**- understanding and know that we will do it differently tomorrow.
- **Ignoring**- unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
- **Positive language**- tell children what you would like to see, not what you don’t e.g. Please walk rather than don’t run.
- **Restorative Practice**- follow up the behaviour, its impact and protective consequences at the appropriate time. After regulation has taken place, provide strategies for further occurrences. It is important for the restorative practices to happen with the adult that the anti-social behaviour took place in order to repair the relationship.
- **Interventions**- With TAs in the classroom or having a timetabled slot in the sunshine room, we work with our children to try and change their mindset alongside giving them a bank of tools they can use to regulate their emotions. The idea is to give them options so they have a means of escape when they are dysregulated.
- **Sunshine Intervention, STEPS Scripts and Risk Reduction Plans**- We do have children in school that require personalised plans outside of this policy. If this is the case these children will be provided with targeted support from the sunshine team and have their own personalised script and risk reduction plan.

We are managing the development of internal discipline to gradually replace external discipline. We are using an approach based on self-direction and self-motivation to replace control measures such as bribery and punishment.

We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we are adopting private levels of praise. Predominantly children expect feedback and verbal recognition or support; visual reminders such as stickers and certificates should be private and not given publicly.

Positive human beings are those who set out not to belittle or control others, but to empower them and to help them to see their mistakes as opportunities for learning. We are seeking to apply this idea to the way in which we interact with the children at Southfields.

This may include:

- Welcoming children with a big smile at the beginning of the day.
- Ensuring we provide children with positive feedback.
- Modelling positive behaviour (e.g. in the way we treat others).
- Expecting good manners, but also acknowledging it and thanking children for it when they are polite.
- Supporting children’s emotions when they are having difficulties in regulating them, showing them that they have positive options in difficult situations.

## 2.1 Pro-social Behaviour

Pro-social behaviours are the ones that are promoted and valued in school. All of the staff in school strive to motivate all children to display pro-social behaviours. It is important to note however, there are some children in school that the policy does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in school.

We define pro-social behaviour as:

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.

We are promoting these behaviours within our school for all children.

As a school, we have agreed on the pro-social behaviours that we are promoting in school and what the staff responses to them will be. It is important to reiterate that we will not bribe children to show pro-social behaviours but will reward them when we see them.

Behaviours seen	Staff Response
<ul style="list-style-type: none"> <li>● Being polite and using manners</li> <li>● Being kind to others.</li> <li>● Working hard and trying their best.</li> <li>● Fulfilling tasks that support the local community.</li> <li>● Going above and beyond with their learning.</li> <li>● Supporting others with their</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Stickers</li> <li>● Dojo points</li> <li>● Certificates in assembly</li> <li>● Purple Light and reward treat</li> </ul>

learning. <ul style="list-style-type: none"> <li>Consistently doing the right thing because it is the right thing to do.</li> </ul>	
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**Where children are chosen to receive an award/certificate in assemblies, the choice should be given at the start whether they would like to come to the front or stay seated.**

## 2.2 Unsocial Behaviour

Unsocial behaviours are not at the detriment of the other children. They are generally quiet non-compliance and does not have a negative impact on other pupil's learning. Introverted pupils often display these behaviours. Our staff strive to interpret these behaviours as a communication of negative feelings therefore differentiate and support. It is important to note however, there are some children in school that the policy does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in school.

We define unsocial behaviour as:

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave socially in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment of self or others.

As a school, the following are the unsocial behaviours that we anticipate to see in school. Some are predictable and others are not, staff will adapt their support when needed to help these pupils.

Behaviours seen	Staff Response
Unsocial behaviours can be seen in many ways and they vary from child to child. We have noticed the following in our setting but it is not limited to the following: <ul style="list-style-type: none"> <li>Sitting under a table.</li> <li>Leaving the classroom and sitting/standing outside.</li> <li>Staying sat at the table but not doing as they have been asked.</li> <li>Pacing the classroom or corridor.</li> <li>Finding a quiet or safe space to sit inside or outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will let the child know that they have acknowledged them and they are available when the child is ready to come back to the task.</li> <li>Staff should be in a position where they can see the child to ensure their safety.</li> <li>Remind the child that you are available to talk when they are ready or support them back onto the task.</li> </ul>

## 2.3 Anti-social Behaviours:

Anti-social behaviours are those that are difficult or dangerous and cause harm to individuals or the community. In school, we have clear procedures to manage difficult or dangerous behaviours as outlined below. It is important to note however, there are some children in school that the policy does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in school.

We define anti-social behaviour as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

As a school, the following are the levels of anti-social behaviour that we anticipate to see in school and how as a school we will respond to these.

Levels	Behaviours seen	Staff Response
<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>• Calling out / talking over others.</li> <li>• Disruption to others.</li> <li>• Time delaying.</li> <li>• Unwillingness to remain on task.</li> <li>• Reluctance to follow instructions (refusal/defiance)</li> <li>• Non-compliance with general class expectations.</li> <li>• Not speaking respectfully to peers.</li> </ul>	<p><b>De-escalation Scripts:</b> [Child's name] I can see something has happened I am here to help Talk and I will listen Come with me and.....</p> <p>Staff will use these phrases repeatedly until the child has deescalated their behaviour and are ready for a discussion. In all instances, there will be an opportunity to repair, reflect and restore relationships through a discussion with the child. The timing of this conversation will depend on the emotional recovery of the child. However it must be a certainty that this will take place.</p> <p><b>If a child refuses to follow the steps</b> Positive phrasing and limited choice. When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are:</p> <ul style="list-style-type: none"> <li>• Look and listen</li> <li>• Stand next to me</li> <li>• Put the pen on the table</li> <li>• Walk in the corridor</li> <li>• Switch the computer screen off</li> <li>• Walk with me to the library</li> <li>• Stay seated in your chair</li> <li>• Thank you</li> </ul> <p><b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."</p>

		<p><b>Step 2:</b> Polite reminder (Verbal warning): “[Name] Listen, thank you.”</p> <p><b>Step 3:</b> Child offered a choice to work in an alternative place within the classroom. Self-regulation time if needed. Relevant intervention and support offered including a restorative debrief with Class Teacher or TA.</p> <p><b>Step 4:</b> Child moves to a space inside or outside. ( e.g. A neighbouring classroom for 10 minutes with their learning (timer used).</p>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Continuation of level 1 anti-social behaviours after level 1 consequences Or a single incident of:</li> <li>Physically or emotionally hurting another deliberately (a single occurrence).</li> <li>Verbal or physical retaliation.</li> <li>Name calling.</li> <li>Deliberate damage to school or personal property.</li> <li>Throwing objects around a classroom.</li> <li>Verbally threatening.</li> </ul>	<p><b>Step 5:</b> Internal seclusion - Child moves to a space outside of the classroom or a neighbouring class for the remainder of the session.</p> <p><b>Step 6:</b> Internal seclusion - Child works in Headteacher, Deputy Headteacher, Sunshine or Welfare room for the remainder of the half day/full day.</p> <p><b>Step 7:</b> Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6) For persistent Level 2 behaviours consider behaviour support plan after discussion with parents. These plans include:</p> <ul style="list-style-type: none"> <li>STEPS risk reduction plan</li> <li>STEPS Anxiety mapping</li> <li>STEPS Script with individualised staff responses.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Inappropriate language - swearing and persistent rudeness.</li> <li>Use of racist/sexist/homophobic/transphobic/discriminatory language.</li> <li>Serious physical harm including but not limited spitting, kicking, hitting and biting.</li> </ul>	<p>Where any consequences from level 2 have not had an impact over time or for an isolated serious incident, the following procedures should be followed:</p> <ul style="list-style-type: none"> <li>Internal seclusion- Persistent level 2 behaviours demonstrated will result in internal exclusion for up to 5 school days.</li> <li>Internal seclusion - Persistent level 2 behaviours demonstrated will result in internal exclusion for up to 5</li> </ul>

	<ul style="list-style-type: none"> <li>● Continuous breach of level 1 or level 2 anti-social behaviours despite staff/ intervention and support.</li> <li>● Deliberate serious damage to school or personal property.</li> </ul>	<ul style="list-style-type: none"> <li>● break and lunchtimes.</li> <li>● Suspension (formally Fixed Term Exclusion) - Between 1-3 days at the discretion of the Headteacher for repeated level 2 behaviours and Level 3 behaviour.</li> <li>● Suspensions (formally Fixed Term Exclusion) beyond 3 days will be based on continuing threat to the safety of the child or others</li> <li>● Permanent Exclusion.</li> </ul>
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We are working towards a model where children are not punished for unsocial and anti-social behaviours but we work with them to ensure that they are not repeated. For this we use protective and educational consequences:

Protective consequence – the removal of a freedom to manage harm

Examples:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space
- Exclusion

Educational consequence – the reflecting, learning, rehearsing and teaching so the freedom can be returned.

Examples:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

## 2.4 Unforeseeable Behaviour:

Unforeseeable behaviours are any behaviours that are not covered by this policy. They are behaviours that cannot be predicted, planned, have not been experienced before or are so historic that we would not expect to see them again. Please see below the procedure that we will follow as a school if these behaviours are displayed in school.

Unforeseeable behaviours must be treated on a case by case basis. The action taken will depend on the child and also on the behaviour that they display.

Anytime an unforeseeable behaviour is experienced the staff will first try de-escalation techniques to regulate the child, this will be based on a generic script:

### De-escalation Scripts:

[Child's name]

I can see something has happened

I am here to help

Talk and I will listen  
Come with me and.....

This script can be repeated until the child is regulated. Once the child is regulated then a restorative conversation can take place. There may be times when the de-escalation script does not work and staff may need to physically intervene. We follow the guidance set by the DfE for physical intervention

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

and the Safe Touch Policy we have as a school. Depending upon the type of behaviour we would then follow the steps above with regards to protective consequences and exclusions.

### **3. Recording, Reporting and Communication including contacting parents**

All incidents will be recorded using the following where appropriate. This will be decided on a child by child basis dependent upon their current provision:

- ABCC Forms
- On-going behaviour log
- Record of involvement

The ABCC forms have been created in line with STEPS and allow us to analyse them to see patterns of behaviour so we can see any triggers and create appropriate intervention. The on-going behaviour log is for children who are showing consistent anti-social behaviours. The adults record all incidents big and small using an alphabet coding system. The record of involvement is completed by the sunshine team where all logs of behaviour are compiled into one document to allow us to analyse the behaviour further.

When an internal or external exclusion is issued a copy of the letter given to parents will be uploaded to MyConcern and the school shared drive. It will also be recorded on the child's file on ScholarPack. Where a child with an EHCP is excluded the local authority SEND team will also be informed via email.

### **4. Suspensions and Permanent Exclusions**

As a school, we follow the suspension and permanent exclusions guidance by Peterborough City Council and Schools Suspension and Permanent Exclusions produced by the Department for Education <https://www.gov.uk/government/publications/school-exclusion>.

The decision to suspend or exclude a pupil can only be made by Headteacher or the Deputy Headteacher in her absence. If the decision to suspend or exclude a pupil is made, then the Headteacher or the Deputy Headteacher would inform the parents/carers of the pupil immediately. Following the initial conversation with parents/carers, they are provided with a letter from the school outlining the details of the suspension or exclusion. The letter also gives contact details for individuals and agencies that can provide the family with advice and support as well as how they can make representations to the school and governors.

We strongly believe that suspensions and exclusions are a last resort and we will work closely

with pupils and their families to minimise the risk of suspension or exclusion. We have outlined above other strategies that we will use in school before considering a suspension or exclusion. We have agreed as a school where suspending or excluding a pupil could be considered and there are some circumstances where a pupil could be suspended or excluded without prior intervention. It is important to note that some children have a personalised plan that is different from the main policy, these should be referred to when discussing next steps with parents or taking action.

**Please refer to the section on anti-social behaviour where levels of suspensions are explained and when they would be issued to pupils.**

## **5. Roles and Responsibilities**

**The Governors and Headteacher are responsible for:**

- Monitoring and evaluating the impact of the Policy.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of individual training needs.

**The SLT are responsible for:**

- Creating a positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against based on their race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

**All staff are responsible for:**

- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in school. Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Being a positive role model.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Promote positive behaviour using the school systems for rewards and protective consequences - taking consistent action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Providing opportunities for pupils to share their beliefs and create a class charter, which will permeate to whole school practice in line with this policy.

- Liaising with parents about matters, which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring that all pupils understand the procedures and guidelines that are in place.
- Recording anti-social behaviour using the school's ABCC form.

**Parents are responsible for:**

- Accepting, contributing to and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or protective consequences when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters, which affect their child's happiness, progress and behaviour by keeping the school well, informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

**Pupils are responsible for:**

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the protective consequences, they will have.
- Showing respect for each other, property and resources.
- Taking pride in their learning.
- Valuing each other's opinions.

## Appendix One: Glossary of Terms

**Anti-social behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

**Being therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

**Bribe:** The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Equality:** Affording people the same equal status, rights and opportunities.

**Equity:** The differentiated measures to provide equal opportunities.

**External discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

**Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

**Pro-social behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

**Unsociable behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

## Appendix Two: Sunshine Experience Policy

### Southfields Primary School

#### Sunshine Experience

#### Behaviour Policy

Date Agreed: March 2022

Date for Review: September 2024

This policy is to be read in conjunction with the Southfields Primary School Promoting Positive Behaviour Policy. This policy, once agreed, will be shared with all stakeholders including staff, governors, pupils and parents/carers.

#### Rationale for the Sunshine Experience

At Southfields Primary School, we endeavour to ensure that all pupils are able to learn and thrive in a safe and happy environment. Sometimes, pupils find the level of behaviour communication needed to succeed in school very challenging. As a result of this, Southfields has developed a Sunshine Experience to reach out to these pupils and families to offer additional support to improve behaviour communication which as a result allows pupils to develop essential building blocks for further education and life. This provision will be accessed by pupils whereby the school's promoting positive behaviour system is no longer effective in supporting their behaviour communication and further support is needed.

#### The Sunshine Vision, Aims and Motto

Our **vision** is for pupils to be able to communicate well, self-regulate, make lasting positive relationships, listen to others and make themselves and others safe.

Our **aims** are for pupils to be able to:

- Develop pro-social behaviour communication
- Learn within the classroom environment
- Manage their own emotions
- Articulate their feelings appropriately
- Apply lessons learnt to future life and communicate well
- Use a range of communication skills
- Use a range of behaviour strategies



### **What will the **Sunshine** Experience provide for pupils and their families?**

Pupils will be offered support from the Sunshine Team and access this at different levels, dependent on the pupils' individual needs, geared towards making a positive difference. This support will be led by a team of highly experienced and trained staff whose sole purpose is to develop the behaviour communication of the individuals identified across the school.

The **Sunshine** Experience is a therapeutic and holistic approach, which encompasses the needs of the child and their families. This means that not only will the identified individual receive support but also their parents and families where appropriate. This may be in the form of private meetings, counselling sessions, training sessions or workshops and/or professional meetings with external agencies.

#### **Our Offer**

We will provide:

- A highly experienced and qualified team
- A holistic approach which involves the whole family
- Appropriate training and workshops for parents and children
- High quality resources
- Bespoke programmes to develop specific areas
- Support for reactive de-escalation
- A therapeutic approach to behaviour
- Support and partnership work with external agencies alongside families
- To support and develop essential skills with the view to try and eliminate both fixed and permanent exclusions
- Social skills development
- Staff Professional Development
- Bespoke levels of access for pupils dependent on their needs
- Development for practical and essential life skills in communicating effectively

## Levels of Support

### Level 1

- Observations of pupil to assess needs
- Behaviour portfolio created
- Meeting with Parents and Class Teacher to discuss strategies for support
- Monitoring pupils progress weekly
- Bespoke programmes to develop specific areas – 30 minute session once a week either in the sunshine room or with a member of the class team
- Communication daily from Class Teacher via Class Dojo or phone call
- Reactive support for de-escalation
- Key Sunshine Team member allocated

### Level 2

All from Level 1 +

- Observations of pupil to assess progress
- Fortnightly meetings with parents to discuss progress
- Bespoke programmes to develop specific areas – 30 minute session twice a week either in the sunshine room or with a member of the class team
- Further training for class teacher and support staff where appropriate
- Offer of training or workshops that might benefit pupil and families
- Meetings twice weekly with key staff

### Level 3

All from previous levels +

- Bespoke programmes to develop specific areas – 30 minute session 3 times a week either in the sunshine room or with a member of the class team
- Weekly meetings with parents to discuss progress
- Communication from Sunshine Team weekly via Class Dojo or phone call
- Monitoring pupils progress daily – behaviour charts
- Early Help Application completed and external agencies involved facilitated by the Sunshine Team
- Weekly meetings with key staff
- Counselling or play therapy sessions offered\*

\*if appropriate or necessary – can also be used within earlier levels if urgent and essential

### Level 4

All from previous levels +

- Bespoke programmes to develop specific areas – 30 minute session 4 times a week either in the sunshine room or with a member of the class team

### Level 5

All from previous levels +

- Bespoke programmes to develop specific areas – 30 minute sessions daily either in the sunshine room or with a member of the class team

### **What will be expected of Parents and Children?**

At the point when a child is identified as needing to access the Sunshine Experience, a Home School Agreement will be sent to families to be clear on what the expectations will be for both the child and the family.

### **What are the next steps after the above levels have been exhausted?**

If, after participating in the Sunshine Experience, a child continues to display unsafe or continuous disruptive behaviour, which disrupts their learning or others, learning over time they will become at risk of suspension or permanent exclusion. The Sunshine Experience has been developed as a way to prevent this from occurring however Health and Safety would supersede everything and all pupils have a right to feel safe, learn and not fearful within the school environment. Should this be the case, parents will be made fully aware and understand the reasons decisions have been made to keep everyone safe and learning.

## Appendix Three: Sunshine Home/School Agreement

<p style="text-align: center;"><b>The Sunshine Experience</b> Southfields Primary School</p>	<p style="text-align: center;"><b>Parent</b> Parent/Carer:</p>	<p style="text-align: center;"><b>Child</b> Child's name:</p>
<p>The school will do their best to:</p> <ul style="list-style-type: none"> <li>• Provide a safe space for pupils to learn and thrive.</li> <li>• Have highly experienced and trained staff supporting pupils using high quality resources.</li> <li>• Build positive relationships where pupils feel valued, safe and listened to.</li> <li>• Work in partnership with parents and external agencies to ensure the best outcomes for the pupils.</li> <li>• Provide bespoke programmes suited to each pupils individual needs.</li> <li>• Offer a therapeutic approach which is holistic and considers the whole child and family.</li> <li>• Support pupils reactively with de-escalation.</li> <li>• Develop pupils social and life skills to support them in later life.</li> <li>• Support and develop essential skills to prevent both fixed and permanent exclusions.</li> <li>• Provide bespoke levels of access to the Sunshine Experience dependent on pupils needs geared towards making a positive difference.</li> <li>• Provide appropriate training and workshops for parents.</li> <li>• Provide appropriate Staff professional development and supervision sessions.</li> <li>• Provide, where necessary, pupil and family counselling or play therapy.</li> </ul>	<p>To help my child at school, I will do my best to:</p> <ul style="list-style-type: none"> <li>• Help my child to keep the behaviour expectations set by the school and supported by the Sunshine Team.</li> <li>• Support my child in understanding appropriate ways to respond to reasonable requests.</li> <li>• Inform the school of anything that may impact on my child's wellbeing so that they can offer support where necessary.</li> <li>• Build positive relationships with school staff and speak to them in a calm and respectful tone.</li> <li>• Attend appropriate training or workshops that will benefit or support my child as directed by the Sunshine Team or school.</li> <li>• Attend meetings about my child to discuss their progress.</li> <li>• Respect and trust the decisions made by the school regarding my child.</li> <li>• Read and respond to communication which comes from the school.</li> <li>• Understand that Health and Safety is paramount and will supersede everything else to ensure both pupils and staff are safe.</li> <li>• Understand that decisions made by the school are with my child's best interests at heart and I will endeavour to support these decisions.</li> <li>• Have daily conversations with my child about their day and talk positively about the provision they are receiving at school.</li> </ul>	<p>I will do my best to:</p> <ul style="list-style-type: none"> <li>• Believe in myself, value others, be proud of my achievements, smile, shine and be happy.</li> <li>• Be kind to myself and others.</li> <li>• Communicate well with my peers</li> <li>• Make positive relationships with my peers and adults in school.</li> <li>• Be considerate of other pupils learning as well as my own.</li> <li>• Be respectful of adults and respond appropriately to reasonable requests.</li> <li>• Engage in activities and learning set for me.</li> <li>• Use strategies I have learnt to manage my own behaviour.</li> <li>• Understand that my time in the Sunshine Experience will be timetabled and I should only use it when I really need to.</li> <li>• Look after the resources and equipment that I use in school.</li> <li>• Ask for help if I am not coping or need help.</li> <li>• Be calm, walk in school and follow instructions carefully to ensure I am safe in school.</li> <li>• Ensure that everyone around me is safe by keeping my hands and feet to myself.</li> </ul>
<p>Signed on behalf of the school  Date: 01/03/2022</p>	<p>Signed by parent/carers:  Date:</p>	<p>Signed by child:  Date:</p>

## A SUNSHINE MOTTO



Mrs Wotton Miss Fitz-Gibbon Ms Radjenovic

**Southfields Primary School**  
**Sunshine Experience**  
emmamillington@southfields.peterborough.sch.uk

*This 'Home-School Agreement' has been created with our pupils, staff, families and wider community at its heart. The intention is to ensure that all staff and families know and agree to the expectations for the Sunshine Experience and support the motto and ethos of this provision.*

*Some pupils find the level of behaviour communication needed to succeed in school very challenging.*

*As a result, Southfields has developed a Sunshine Experience to reach out to these pupils and families providing additional support to improve behaviour communication, which as a result allows pupils to develop essential building blocks for further education and life.*

*During this support, pupils will access the experience at different levels with highly trained staff who will deliver and offer a holistic approach to behaviour development including; pupil workshops, parent workshops, interventions, observations, a well-resourced base as well as pastoral and counselling support.*

*Thank you for taking the time to read this. Please ensure your completed agreement is returned to school.*

*Kind regards,  
Mrs L. Martin  
Headteacher*

## A Southfields Sunshine Experience

### Home School Agreement



**SOUTHFIELDS PRIMARY SCHOOL**  
Southfields Estate  
Stanground  
Peterborough  
PE2 8PU

Tel: 01733 562873  
Email: [office@southfields.peterborough.sch.uk](mailto:office@southfields.peterborough.sch.uk)

## Appendix Four: Example Risk Reduction Plan

### Risk Reduction Plan

Student Name:  
 School / Setting:  
**Southfields Primary School**

Plan Co-ordinator:  
 Date of Plan:  
 Review Date:

Year Group: 2

<b>Risk reduction measures and differentiation (to respond to triggers)</b> What are the differentiated experiences we give this child to help lower anxiety and create prosocial feelings and behaviours? How are these measures used? (Times & durations, planned scripts, planned activities, who is doing what, when are they doing it, where, which adults are involved, which peers are involved, contingency arrangements)	
Individual workstation	A space for ..... to work by himself/herself if s/he feels overwhelmed or is not at baseline behaviour
Individual safe space	A space outside the classroom that ..... has helped to prepare. A space for ..... to regulate his/her emotions and return to baseline
Now and then timetable and timetable	A clear pictorial now and then and daily timetable to support ..... with transitions
Safety rules poster	..... and an adult make a safety rule poster that ..... can share with the class. ‘.....can you tell the class about using our kind hands and words to each other’ ‘Well done ..... you have done a fantastic job’
Time out card	..... will show her/his card when s/he is feeling overwhelmed or dysregulated – s/he should be offered her/his safe space immediately and offered adult support – she/he can accept this or regulate by himself/herself
Movement breaks	..... will have points throughout the day to access movement breaks to support her/his baseline behaviour and to regulate her/his emotions/body.
Mindfulness activities	A set time for ..... to engage in relaxing mindful activities that allow him/her to recognise emotions. .... will do mindfulness colouring during the input around lessons.

Small group activities	..... to join in with a small group when doing short activities like playing a game. " Well done ..... for waiting your turn and listening to your friends" If ..... becomes overwhelmed ..... is to be asked if s/he would like to carry on playing the game or use his/her safe space till she/he is ready to join in with the game
Playtimes	..... to complete jobs given by an adult, 5 minutes before playtime is over "..... would you like to come inside and help me with....." .....to be given praise throughout. "..... you are doing a great job at helping me well done"
<b>Prosocial behaviour</b> What does it look like when they are stable and displaying prosocial behaviours?	<b>Strategies to respond</b> What do you want staff to do or say when they observe each of the positive behaviours?
Completes a learning task during the school day	"....., you are concentrating so well, well done"
Expresses how s/he is feeling to an adult	"....., thank you for telling me how you are feeling"

Uses his/her timeout safe space	"....., thank you for coming to your safe space" Come back to class when you feel ready"
Uses his/her timeout card	"....., well done for showing me how you are feeling. Shall we look at this together or would you like to go to your safe space? Whichever one ..... chooses should be supported "....., well done for choosing"
Saying excuse me to a peer or adult	"....., you used your manners, well done"
<b>Anxiety / DIFFICULT behaviours</b> These should be the first signs the individual is becoming antisocial. The individual no longer displays the prosocial behaviour. The behaviour is difficult but there is no imminent risk of harm to self of others or risk of damage to property.	<b>Strategies to respond</b> What do you want staff to do or say when they observe each of the listed anxiety, antisocial or difficult behaviours?
Refusal to work	"....., are you starting with ... or ... " Give .....2 choices relevant to the learning task. If ..... still refuses "....., we will carry on when you are ready" Adult will praise other children on the table. Return to .....after 2 minutes repeat ".....are you starting with ... or..."Give ..... 2 choices relevant to the learning task.

Refusal to follow instructions	"....., (repeat the instruction given) thank you" Keep repeating the same instruction and do not change the script.
Throwing objects and resources	"....., I can see your upset, let's leave this for now and read a book" " Repeat this script. If the escalation continues then adults must immediately direct all children to leave the classroom, stating a specific destination, ideally outside for a play. One member of staff should withdraw, out of sight and from a safe distance, repeat the script. The behaviour team should be requested (or SLT if the behaviour lead is absent) - all other commitments can be disturbed. Only trained positive handling staff will instigate restraint (in line with policy) Restraint will only be used if the level of escalation suggests injury or damage to property. ABCC/restraint form to be completed.
Hiding under tables	"..... I am sorry you are feeling like this, I am here when you are ready to talk". When .....is ready to talk, ask her/him what happened and work through problems with her/him.

<b>Crisis / DANGEROUS behaviours</b> This box can be left empty if there are no dangerous behaviours. A dangerous behaviour is one 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.	<b>Strategies to respond</b> What do you want staff to do or say when they observe each of the listed crisis, antisocial dangerous behaviours?
Kicking, punching and biting adults or children leading to possible injury	Staff to retreat to a safe distance - if ..... approaches and hits again then restraint policy to be followed. Internal or Fixed term exclusion will be implemented following behaviour policy. ".....I can see this is really difficult for you, walk with me and we can try and sort it out" if the escalation continues then adults must immediately direct all children to leave the classroom (if on the playground children to be taken back to class for indoor play), adult will then say ".....when you sit with me we can sort it out"
Climbing and running along furniture	"....., I can see you are upset, let's go to your safe space and read a book" If .....follows this instruction then praise her/him straight away.  If the escalation continues then adults must immediately direct all children to leave the classroom, stating a specific destination, ideally outside for a play. One member of staff should withdraw, out of sight and from a safe distance, repeat the script. The behaviour team should be requested (or SLT if the behaviour lead is absent) - all other commitments can be disturbed. Only trained positive handling staff will instigate restraint (in line with policy)

	Restraint will only be used if the level of escalation suggests injury or damage to property. ABCC / restraint form to be completed
Throwing objects causing injury or loss of learning resources	"....., let's go outside for a walk" Repeat this script. If the escalation continues then adults must immediately direct all children to leave the classroom, stating a specific destination, ideally outside for a play. One member of staff should withdraw, out of sight and from a safe distance, repeat the script. The behaviour lead should be requested (or SLT if the behaviour lead is absent) - all other commitments can be disturbed. Only trained positive handling staff will instigate restraint (in line with policy) Restraint will only be used if the level of escalation suggests injury or damage to property. ABCC/restraint form to be completed

**Post-incident recovery and debrief measures**

What are the structured conversations that are needed, and who is best placed to have these? How long after the incident will they occur?

Following any behaviours from the dangerous section of this plan ..... will be removed from class for the rest of the day. S/he will be supported by her designated adult or the behaviour lead/deputy head/head teacher/ welfare team. .... will stay with this designated adult for the rest of the day including play and lunch times. The role of the staff member is to support ..... to return to baseline behaviour and recover from the events of the day. S/he will be given an activity that requires minimal staff engagement, and have regular breaks for independent play, like Lego. Staff should only engage with direction and redirection. At an appropriate time during the day a restorative intervention will take place with a member of the behaviour team to support .....to reflect on her behaviour. Both parents will be contacted separately by the same member of staff to inform them of events, this will be by telephone not in the presence of ..... The behaviour lead will assess the risk (in discussions with the Deputy and Headteacher) and inform staff of the expectations and plan for the following day. If a child or member of staff are injured a fixed term exclusion will be considered as per the behaviour policy. Following any difficult or dangerous behaviours the adult involved will complete an ABCC form and if restraint was used a restraint form and get it signed by the head/deputy head teacher. If behaviour continues to escalate then the behaviour lead will return to the behaviour panel for further support.

## Appendix Five: Template External Suspension Letter

Southfields Primary School  
Southfields Estate  
Stanground  
Peterborough  
PE2 8PU

Head Teacher  
Mrs L.M. Martin B.Ed (Hons)  
Deputy Headteacher  
Mrs E Peacock-Millington BA (Hons)

Telephone: 01733 562873  
Fax: 01733 703329  
email: [office@southfields.peterborough.sch.uk](mailto:office@southfields.peterborough.sch.uk)  
[www.southfieldsprimary.co.uk](http://www.southfieldsprimary.co.uk)

### Date

Dear Mr and Mrs (parent's name)

I am writing to inform you of my decision to suspend (name of child) for a period of (5) days (day and date to day and date). This means that (name of child) will not be allowed in Southfields Primary School for this period.

I realise that this suspension may well be upsetting for you and your family, but this decision has not been taken lightly. (name of child) has been suspended for this fixed period for the following reason/s:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Persistent disruptive behaviour

You have a duty to ensure that (name of child) is not present in a public place in school hours during the period of this suspension unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these days. It will be for you to show reasonable justification.

I would like to draw your attention to the relevant sources of free and impartial information as follows:

- Department for Education statutory guidance on suspensions:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)
- The Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com), Tel: 08088 020 008
- ACE Education: [www.ace-ed.org.uk](http://www.ace-ed.org.uk), Tel: 03000 115 142

(Name of child)'s suspension expires on (date) and we expect (name of child) to be back in school on (date) at 10.00am – please report to the front office with (name of child) for a reintegration meeting with a member of the Senior Leadership Team

Yours sincerely,  
Mrs Laura Martin  
Headteacher