

Behaviour Policy Parent Information September 2024

This booklet contains important information for parents about our Behaviour Policy.

Please scan the QR code below to access our full policy.



A message to parents

Dear Parents/Carers,

I am delighted to share with you details of our Behaviour Policy. We regularly reiterate key aspects of this policy with children in assemblies and in classrooms.

At South Borough, we value the importance of working in partnership with parents to maintain high standards of behaviour and support children to reflect on their choices. It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

You will notice a number of key elements in this policy. We routinely use the **Zones of Regulation**, which support children in developing a clear language of behaviour and wellbeing. The Zones of Regulation curriculum supports children to: understand their emotions; recognise their own triggers and respond to an emotion using a range of strategies. We also have very clear school values of **respect, kindness** and **determination** together a clear set of '**expected behaviours**' so that children understand fully how to conduct themselves at our school.

South Borough Primary School is proud to be an **inclusive school** who welcomes children from all backgrounds and varying needs. Children with behavioural needs and difficulties will be supported. Please trust that staff will work relentlessly to put behaviour support plans and strategies in place to provide the necessary support.

South Borough Primary School is also a **restorative school**, where children will feel safe and able to make mistakes. The restorative approach empowers those involved to reflect on what has happened, convey the impact of harm to those responsible, and for those responsible to acknowledge this impact, take steps to put it right and consider what they could do differently next time.

Thank you in advance for your support with our behaviour policy. Please scan the QR code on the front page to access the full policy.

Kind regards

Mr M Currie
Headteacher

Behaviour Policy Changes 2024-2025



Power of Purple award may now be given to 1 or 2 children per class per week. Children will be invited to attend a special lunch event, rather than breakfast.



Purple Peer Recognition Award introduced to recognise pupils who go **ABOVE AND BEYOND**.

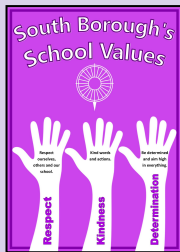


Purple Pride Award introduced to reward learning, behaviour or effort that pupils are especially proud of.



Purple Smileys introduced to reward expected behaviours at lunchtime. This is to support our whole school improvement priority of lunchtimes.

Behaviour Policy Highlights



School values of **RESPECT**, **KINDNESS** and **DETERMINATION**.

A table titled 'Expected Behaviours' with three columns: Respect, Kindness, and Determination. Each column lists specific behavioral expectations for students.

Respect	Kindness	Determination
<ul style="list-style-type: none">• We are happy and friendly.• We greet people in the morning, thank people, say please and thank you.• We look after our school and the environment.• We respect ourselves and other people.• We respect our school staff and other people's feelings.• We respect ourselves and look after our school property.• We respect our own and other people's differences.	<ul style="list-style-type: none">• We help and include and are caring to others.• We share our work and ideas with others.• We listen to others and are kind to them.• We share and take turns with others.• We are generous and encourage others.• We help to solve any problems that are causing a problem.	<ul style="list-style-type: none">• We try hard to do our best.• We try to improve our work and our learning.• We try to be brave and take risks in our learning.• We try to be happy and confident and to be happy for others.• We try to be happy and confident and to be happy for others.• We try to be happy and confident and to be happy for others.

We have a clear **CODE OF CONDUCT** which lists **EXPECTED BEHAVIOURS** at South Borough.



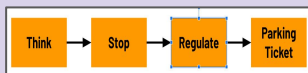
We use the **ZONES OF REGULATION** to help children understand their feelings.



We use colours to represent behaviours. **PURPLE** = expected behaviours; **ORANGE** = unexpected behaviours.



POWER OF PURPLE awards given to one or two children per class each week who have shown expected behaviours to an exemplary level.



Clear **FOUR STEP PROCESS** to support children who are showing 'unexpected behaviours'.

A detailed form titled 'Behaviour Support Plan' with various sections for student information, behavior descriptions, and support strategies.

Detailed **BEHAVIOUR SUPPORT PLANS** for those children who require additional support.

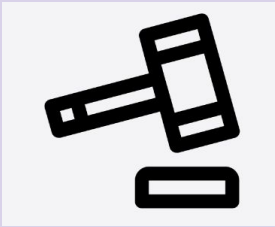
Behaviour Policy Highlights



We are proud to be an **INCLUSIVE SCHOOL**, who caters for the needs of all children. Pupils with additional needs may require reasonable adjustments and personalised behaviour strategies, which we will actively support.

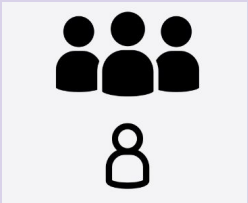


The school might deal with **UNEXPECTED BEHAVIOURS OUTSIDE OF SCHOOL**, including those online.



CONSEQUENCES GIVEN ARE DECIDED BY THE SCHOOL.

Parents will only be informed of consequences given to their child. **Consequences and outcomes related to other children will remain confidential.**



BULLYING and/or discrimination is not tolerated. We will investigate any allegations thoroughly.

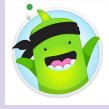


REFUSAL TO COMPLETE WORK. Your child will be expected to catch up at break, lunch or home.

REFUSAL TO FOLLOW INSTRUCTIONS. 5 minutes given and then parents will be contacted.

Rewards

The rewards for showing expected behaviours are in many cases intrinsic. We recognise that feeling good and proud about something you have done is in itself a very significant reward. However, children can work towards these rewards:



Individual Dojos

Awarded in lessons for special effort. Prize for achieving target: 30

Class Dojos

All Dojos are added to the class total. Class Dojos can be awarded for the class working together. Class decides on reward. 1500 Dojos = reward



Power of Purple Award

Awarded to one or two children per class per week who have consistently shown expected behaviours. Winners will:

- Be invited to a special Power of Purple lunch.
- Have the 'best seats in the house' in assembly.
- Be awarded a certificate and Power of Purple badge.



Curriculum Awards

Dedicated curriculum rewards will be given out to recognise effort and achievement in learning. This includes but is not limited to our Home Reading Reward system.



Top Banana

End of each day, teachers will nominate one child in their class to be 'Top Banana'. Sticker given and parents told.



Purple Peer Recognition Award

Awarded to one child per day who has gone 'above and beyond' the expected behaviours, chosen in collaboration between class teacher and pupils. The winner will receive a Purple Recognition slip and be entered into a termly 'Purple Tombola', which will be drawn at the end of each term.



Purple Pride Awards

Awarded by Mr Currie or Mr Clarke to to recognise behaviour, effort or learning that a child is particularly proud of.



Purple Smileys

Awarded at lunchtime to any child who is showing expected behaviours. These can then be cashed in for 1 Dojo point.

Unexpected Behaviours

Unexpected behaviours give people uncomfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a negative way and promote a negative learning environment. They are represented by the colour **orange**.

Children showing unexpected behaviours are supported to re-regulate as quickly as possible and return to a state where they are able to demonstrate the expected behaviours again.

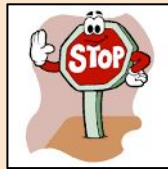
If a child is showing 'unexpected behaviours', staff will follow this four step process.

Think



An **orange card** is shown, followed by the word '**think**'. When the child shows expected behaviours, a **Purple card** is shown.

Stop



If your child continues to show unexpected behaviours, an **orange card** is shown, followed by the word '**stop**'. A verbal reminder of our expectations is also given.

Regulate



If the child continues to show unexpected behaviours, they will be asked to move to the in class 'Regulation Station'. This is time at the dedicated place in the classroom to regulate their emotions before rejoining the class. Each regulation station will have a box of activities to support children with regulating their emotions. Any missed learning at this point would then need to be made up at break time or at home.

Parking Ticket

A form titled 'Behaviour Parking Ticket' with fields for Name, Class, Lesson, Date, Time Sent, Adult, and Comments. It features a large blue 'P' logo in the background.

Reaching this stage means a child is choosing to ignore all previous warnings, conversations and support that has been offered. This is deemed to be persistent, intentional demonstration of unexpected behaviours. At this stage a 'parking ticket' will be issued to the child, to go to either a partner class or senior leader. They will complete a Reflection Sheet and will have a meeting to reflect on their behaviour and agree a way forward. **Parents will be told if their child receives a parking ticket.**

Zones of Regulation

We recognise the importance of promoting positive behaviour and emotional wellbeing to our pupils. To support us with this, we use the Zones of Regulation curriculum. This helps children better understand their emotions and teaches a range of strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Zones of Regulation is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour, which are clearly displayed in all classrooms. It's OK to be in any zone.

BLUE ZONE

Low state of alertness

A person may be described as sad, tired, sick or bored.

GREEN ZONE

Ideal state of alertness

A person may be described as calm, happy, focused, or content. The student feels a strong sense of internal control.

YELLOW ZONE

Heightened state of alertness

A person may be experiencing stress, frustration, anxiety, excitement, silliness. The student's energy is elevated yet he or she feels some sense of internal control.

RED ZONE

Extremely heightened state of alertness

A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation and feels a loss of control.

Restorative Approach

At South Borough, we follow the Restorative Approach. Restorative language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been conflict, it focuses on the harm that has been caused and ways to repair the harm and repair the relationship.

These restorative questions are used in response to specific incidents.

What happened?

Drawing out each person's story, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion but for all parties to be listened to.

What were you thinking/feeling?

To ascertain what each person was thinking and feeling at the time, before and now.

Who has been affected and how?

Who has been harmed/affected? Older children are encouraged to think about the wider implications of who has been affected eg staff, families

What do you think/feel about it now?

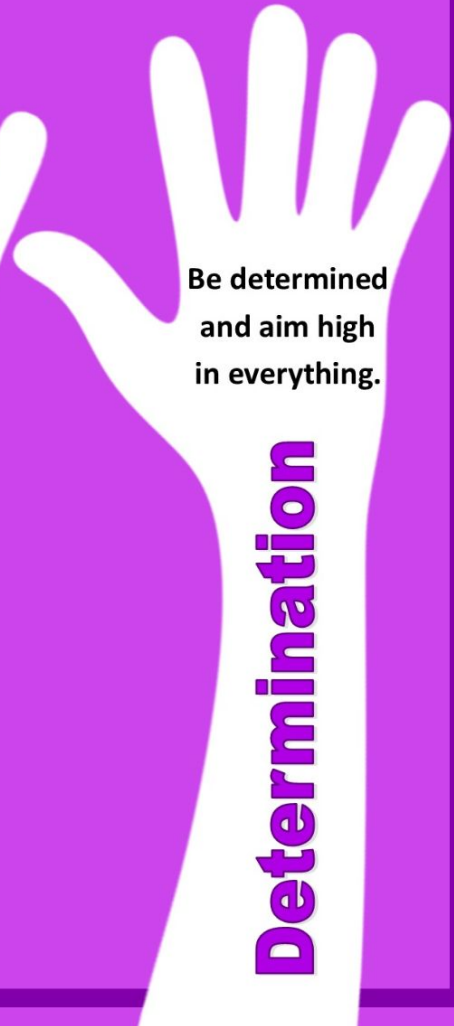
What those affected need to feel better, move on, repair harm and rebuild relationships.

What needs to happen next to make things right?

Agreeing and negotiating to meet the agreed needs above. What support will they need? Pupils to form their own agreement where possible with some staff guidance.

School Values

South Borough's School Values



We use our school values as guides for the way we behave, perform and interact with each others. The school values are displayed clearly around the school.

Code of Conduct (Expected Behaviours)

Expected behaviours give people around you comfortable thoughts about you. These behaviours affect others' thoughts, feelings and their emotions in a positive way and promote a positive learning environment. They are represented by the colour **purple**.

The aim of the school's 'expected behaviours' is to ensure all children understand what is expected of them. We teach these expectations to all children from Nursery to Year 6 and show children what each expectation means.

Children will be shown a 'purple card' when they are showing expected behaviours, both inside and outside of the classroom.

Expected Behaviours

Respect	Kindness	Determination
<ul style="list-style-type: none">• We say 'thank you' to others.• We greet people by saying 'Good morning' or 'Good afternoon'.• We hold doors open for other people.• We walk calmly and silently around school.• We keep our school tidy and clear away the mess.• We look after our own and other people's belongings.• We keep ourselves smart and look after our school uniform.• We celebrate people's differences.• We listen carefully to the views and opinions of others.	<ul style="list-style-type: none">• We keep our hands and our feet to ourself.• We use kind words and think before we speak.• We share and take turns with others.• We let others join in our games and groups.• We congratulate and encourage each other.• We own up when you have done something wrong.	<ul style="list-style-type: none">• We try hard in everything we do.• We don't give up - we ask for help if we need it.• We learn from any mistakes we make.• We aim to be the best we can be in everything we do.• We take risks with our learning.• We reflect and always strive to improve. 