



Positive Behaviour Policy

This policy applies to Steephill School, including the EYFS setting.

Policy Author: Helen Millward, Headteacher

Reviewed and approved by Full Governing body:

Next review due: September 2026

Vision and Values

At Steephill School, we believe that good behaviour is essential to creating a safe and supportive learning environment. Our behaviour policy is grounded in our values of **Kindness, Knowledge, Inclusivity, Nurture and Determination (KIND)** and shaped by the relational and restorative principles set out by Paul Dix, author of *"When the Adults Change, Everything Changes"*.

We aim to ensure that every member of the school community feels valued, respected and treated fairly. We promote a consistent, calm and kind approach to behaviour management, focusing on building relationships and supporting children to make positive choices.

Steephill School does not use, nor does it threaten to use, corporal punishment under any circumstances. The school is fully compliant with the Independent School Standards Regulations and relevant legislation. All behaviour management approaches are based on positive reinforcement, restorative practice and supportive strategies that promote pupils' dignity, wellbeing and safety.

Aims

- To create a calm, nurturing, and respectful learning environment.
- To maintain high expectations for behaviour, learning and personal conduct.
- To implement a consistent whole-school approach to behaviour.
- To use restorative practices to repair harm and rebuild relationships.
- To support the emotional wellbeing and mental health of all pupils.

The Steephill Code of Conduct

Our expectations are simple, clear and consistent:

1. **Be ready**
2. **Be respectful**
3. **Be safe**

These rules are explicitly taught, modelled by adults, and reinforced through consistent language and routines across the school. They are explicitly taught through assemblies, PSHE and daily interactions.

Roles and Responsibilities

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Adult behaviour, visible consistency and high expectations are paramount from all staff.

Our staff model leadership in behaviour by adhering to the following shared disposition:

- Meet and greet children at classroom doors or on the playground each morning
- Use children's names in conversations and instructions
- Model core values in person and language. Remain calm, respectful, encouraging
- Maintain consistent, calm delivery, even under stress
- Provide "take-up time" after reminders, allowing pupils space to respond
- Never ignore poor behaviour - address gently but firmly

All Staff:

- Model calm, respectful behaviour at all times
- Use consistent language and routines
- Meet and greet pupils daily
- Acknowledge and praise positive behaviour
- Plan lessons and activities that engage, challenge and meet the needs of all children
- Refer to 'Ready, Respectful, Safe' in all conversations about behaviour
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.
- Use restorative conversations to resolve issues
- Record behaviour incidents promptly on CPOMS

Senior Leaders:

- Ensure staff are supported and trained in relational behaviour strategies
- Monitor behaviour data and trends
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Lead restorative meetings for serious incidents

Pupils:

- Follow the three school rules (Code of conduct)
- Reflect on their behaviour and restore relationships where needed

Parents and Carers:

- Support the school's behaviour expectations
- Work in partnership with staff to support their child

The board of governors:

- The board of governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The importance of consistency

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

Consistency in practice:

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful children.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children
- Consistently reinforced rituals and routines for behaviour around the school site: In classrooms, outside and when representing the school externally.
- Consistent environment: High quality, consistent visual messages and echoes of core values, positive images of children.

Recognition and Rewards

At Steephill, we focus on recognition, not reward. We praise the behaviour we want to see, both publicly and privately, using:

- Verbal praise (specific and meaningful)
- House points
- KIND awards in assembly
- Kindness stickers
- Headteacher rewards
- Notes home or phone calls to parents
- Recognition boards in class for effort and kindness

We avoid excessive extrinsic rewards and instead build intrinsic motivation through positive relationships.

Managing Behaviour

All staff use a consistent stepped approach to behaviour management:

Step 1 Reminder: A quiet, private and non-confrontational reminder of expectations, related to the three rules.

"I've noticed you're finding it hard to be ready to learn. Remember our rule: Be Ready. Thank you."

Step 2 Caution: A clear caution with time to reflect and correct behaviour. Where possible refer to the pupils' prior good choices.

"You're continuing to call out during input. This is your chance to reset."

Step 3 Time out: An opportunity for the child to be offered space to reset, expectations away from peers.

Quiet time in another classroom or designated space.

Step 4 Internal referral: If unresolved the child can move to another teacher/classroom for support and reflection.

Step 5 Restorative conversation: A structured follow-up to repair and restore.

Restorative conversation structure:

- What happened?
- How did this affect others?
- What needs to happen to put things right?
- How can we do things differently next time?

Where appropriate, further consequences may include:

- Behaviour reflection sheets
- Home-school communication
- Allocated staff mentor
- Individual support plans

All staff retain responsibility for follow up and ensure certainty of consequence.

Behaviour Support and children with SEND

Some pupils require additional support to manage their behaviour. We make reasonable adjustments in line with the Equality Act (2010) and SEND Code of Practice. Support may include:

- Behaviour intervention plans
- Emotional regulation tools (zones of regulation, calming boxes)
- Involvement of SENCo, or external agencies
- Close home-school liaison

Bullying

SteePhill School has a zero-tolerance approach to bullying. All reports are taken seriously and dealt with promptly and effectively. Our Anti-Bullying Policy outlines:

- Definitions of bullying
- Prevention strategies
- Reporting procedures
- Support for victims and education for perpetrators

Serious Incidents

Incidents involving physical harm, aggression, racism, or sustained defiance are recorded as serious and escalated to SLT. Actions may include:

- Immediate internal referral
- Meeting with parents
- Fixed-term exclusions (rare and proportionate)

All incidents are investigated fully and followed by restorative conversations.

Physical Intervention

Physical intervention is only used when a child's behaviour poses a risk to themselves or others. Staff are trained in safe handling techniques and follow the school's Physical Intervention Policy.

All incidents are recorded on CPOMS, reported to parents, and reviewed by SLT.

Monitoring and Evaluation

The effectiveness of this policy is monitored through:

- Behaviour logs and analysis
- Pupil and staff surveys
- Parental feedback
- Staff CPD and performance management appraisals

SLT review this policy annually and adapt practice based on reflection and evidence.

Leadership and monitoring responsibilities

- All staff must follow the agreed language and consistent responses
- Senior leaders provide coaching, model conversations, sit in on reparation, and review behaviour data
- Senior leadership remain a visible presence at key times, promote consistency, train and mentor staff and collectively review implementation

Linked Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Physical Intervention Policy
- Equality and Diversity Policy

Date of Review: September 2025

Next Review Due: September 2026

Lead Reviewer: Helen Millward

Appendix 1

Whole school Behaviour and learning management

Positive recognition

Behaviour and learning management
<p style="text-align: center;">House points</p> <p>It has been recognised that you are following school expectations and contributing well to the lessons.</p> <p>Recognition of working well during a lesson or throughout the school day.</p> <p>Being a role model to the class by being an efficient learner and following school expectations consistently</p> <p>Supporting peers and completing the work set to the best of their ability</p> <p>Demonstrating any of the core values</p> <p>Demonstrating the code of conduct – Ready, Respectful, Safe.</p>
<p style="text-align: center;">Head Teacher’s Award</p> <p>Recognition of excellence in class the child has produced an excellent piece of work that highlights many learning skills or recognition of consistently meeting expectations over a prolonged period</p>

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

Behaviour and learning management
<p>All children must be given ‘take up time’ in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.</p>
<p style="text-align: center;">Redirection</p> <p>Gentle encouragement, a nudge in the right direction, small act of kindness</p> <p>Non verbal cues, adjust seating plan, acknowledgement</p> <p>Emphasise the child’s choices, show disappointment, re engage</p>
<p style="text-align: center;">Rule Reminder</p> <p>A reminder of the expectations Ready, Respectful, Safe delivered privately to the child. The adult makes the child aware of their behaviour. The child has a choice to do the right thing.</p> <p>Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Clarify expectations, give choices, remind of previous good contact</p>
<p style="text-align: center;">Caution</p> <p>A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. The child will be reminded of their good previous conduct to prove that they can make good choices.</p> <p>Calm assertive intervention, clear verbal warning, clarify choices</p>

Suggested script for a 30 second intervention

a. Gentle approach, personal, non-threatening, side on, eye level or lower.

b. State the behaviour that was observed and which rule/expectation/routine it contravenes.

c. Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Time out

- The child is asked to speak to the teacher away from others.
- Provide a chance to reflect away from others. Always speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
- Boundaries are reset
- Child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Child is given a final opportunity to reengage with the learning / follow instructions

Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a child refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of staff will escort the child to a workspace outside the teaching room.

Scripted intervention.

5 minutes maximum, reset expectations, allow time for tempers to calm down

Reframe

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Internal referral

At this point the child will be referred internally to another classroom or to the hub for the remainder of the lesson. All internal referrals must be recorded on CPOMS.

Reconciliation and reparation

A restorative meeting should take place before the next lesson. If the child does not engage or the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process.

Focus on the learning, repair trust with the child.

Restorative questions.

- What happened?
- How did this affect others?
- What needs to happen to put things right?
- How can we do things differently next time?

Reaffirm your commitment to building a trusting relationship.

All staff will take responsibility for leading Reparation meetings. SLT will support when requested.

Formal meeting

A restorative conference that takes a 360 degree view of the child. This meeting will include the teacher, child, parent and a member of SLT, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

The meeting will address the child's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

- There may be an element of 'payback' in the action plan from this meeting. Children may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the child does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the child's behaviour
- If the child refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

Appendix 2

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The child will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and child.
- Develop an appropriate action plan with the child
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a child does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by a member of SLT
- Children must be given a second chance to achieve the targets agreed on the action plan after the verbal warning All of these matters will be confirmed in writing and recorded on CPOMS alerting relevant staff.

Appendix 3

Individual Behaviour Support Plan

Children may have their behaviour monitored by teachers to show progress towards agreed targets. At Steephill we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A Behavioural Support Plan (BSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The BSP will identify precise and specific targets for the child to work towards.

The aim of a BSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The BSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a BSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

Steephill School Individual Behaviour Plan			
Name:	Class:	Date:	Plan number:
Nominated staff member to oversee plan:			
Review Date:			
Additional areas of need (complete prior to meeting):		Additional provision in place (complete prior to meeting):	
School views and concerns:			
Parent/carer views and concerns:			
Child's views and concerns:			
Areas of school life where the child experiences successes:			
Rewards which have worked in the past:			