

Southover's Pro-Social & Pro-Learning Skills (Behaviour) Policy Summary (2026)

1. Vision & Philosophy

Southover's behaviour policy is rooted in The Empowerment Approach, aiming to foster an inclusive, supportive environment where children develop pro-social (positive interactions) and pro-learning (skills for academic success) behaviours. The policy emphasises high expectations with high support, ensuring every child feels safe, valued, and capable of achieving their best.

2. Language & Culture Shift

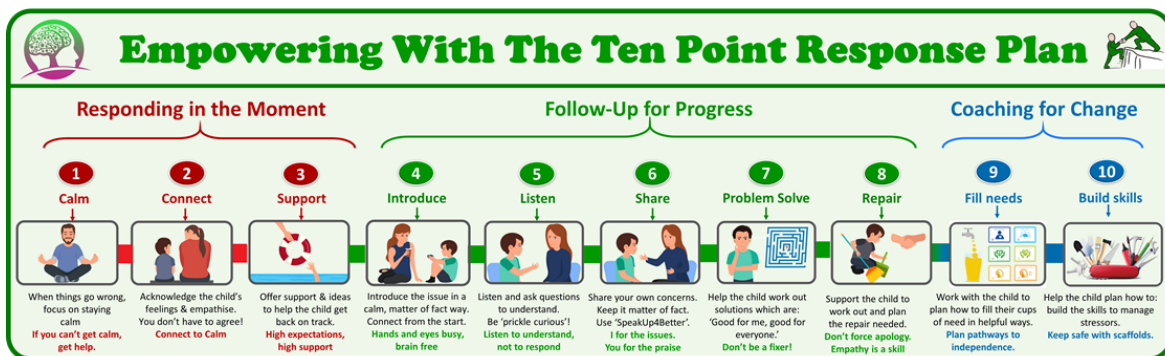
Positive language is used throughout (e.g., "consequence" vs. "punishment"). Behaviour is not always a choice; the policy avoids simplistic labels like "good" or "bad". The approach represents a cultural shift—from controlling behaviour to coaching and skill-building.

3. Core Goals

- Equip children with skills for learning and social success.
- Promote intrinsic motivation and self-advocacy.
- Ensure all children feel safe, happy, and able to learn.

4. Key Principles

- **Be Curious, Not Furious:** Investigate behaviour calmly and empathetically.
- **Unconditionally Positive Relationships:** Build trust and support.
- **Teach About the Brain: Empower children with self-awareness.**
- **Understand Needs:** Recognise unmet emotional, sensory, or learning needs.
- **Follow-Up is Essential: Every incident is addressed to support progress.**
- **Children's Voice at the Centre: Encourage metacognition (thinking about their thinking) and self-reflection.**
- **Executive Function Skills: Teach about attention, impulse control, emotional regulation, etc.**



5. Practice & Implementation

A. Preparing Children to Be at Their Best

- Teach about the brain through PSHE.
- Agree expectations collaboratively via the School Charter.
- Prep4Best: Plan ahead for success before tasks.

B. Responding to Behaviour - (Three Stages):

1. Responding in the Moment – Calm, Connect, Support.
2. Follow-Up for Progress – Coaching Conversations & Repair Time.
3. Coaching for Change – Structured support for persistent challenges.

C. Coaching Conversations

- Explore concerns collaboratively.
- Problem-solve with the child.
- Scaffold progress and celebrate small wins.

D. Repair Time

- Reflect on impact of behaviour.
- Build empathy and social cognition.
- Not punitive—focused on growth.



6. Supporting Children with Greater Needs

- Coaching: Targeted skill-building with child-led goals.
- Pre-Mortem Planning: Anticipate stressors and plan supports.
- Prep4Best: Daily proactive planning.
- Adjustments & Scaffolds: Alternative timetables, nurture provision, coaching programmes.

7. Celebrating Positive Behaviour

- House Points: Team-based recognition.
- Certificates: Weekly awards for effort and progress.
- No punitive loss of points—focus on encouragement.

8. Consequences & Accountability

- Focus on natural impact of behaviour.
- Build empathy, emotional intelligence, and intrinsic motivation.
- Consequences are not punitive – not safe on the playground so you can't be out there yet; coaching sessions or adapted play times

If there isn't progress, then some of the following steps may be taken:

- the class teacher discusses concerns with SLT
- teachers may have an informal discussion with parents/carers
- the class teacher/SLT will meet with parents/carers to share concerns and seek solutions.
- alternative provision arrangements may need to be made within the school whilst skills being developed
- Suspensions or permanent exclusions do happen but are a final sanction where the safety of the child or others is at risk; ESCC and the chair of governors would be informed.

9. Bullying and Racism

- Bullying and racism are not tolerated.
- Victims and perpetrators are supported sensitively.
- Children and parents are encouraged to report concerns - we are a telling school.
- We want children to challenge bullying or racist behaviour and to speak out for others.

Please see our full policy for more details.