

Positive Behaviour policy and statement of behaviour principles

UPDATED WITH COVID 19 ARRANGEMENTS
May 2020 (Final Pages)

Southmead Primary School



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1. Aims

This policy aims to:

- Provide a **consistent approach** to positive behaviour management
- **Define** what we consider to be unacceptable behaviour choices, including bullying
- Outline **how pupils are expected to behave** by teaching children how to think about their behaviour and to learn self - control
- Summarise the **roles and responsibilities** of different people in the school community with regards to positive behaviour management
- Outline our system of **rewards and sanctions**

We want all children and their families to feel welcomed, valued and respected at Southmead Primary School. We are a hard - working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise his / her full potential in a secure, safe and happy environment. Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, pupils and governors can work together to improve behaviour, attitude and standards of work. Positive behaviour and consistent rewards and sanctions are essential if effective teaching and learning is to take place.

We can only make a real difference if parents / carers work with us and take responsibility for their children's behaviour. We are here to support you and develop positive learning behaviours as your children grow.

The main principle of our Positive Behaviour policy is to support the whole of Southmead Primary School in establishing a positive school ethos and promote effective learning throughout.

Our Positive Behaviour policy aims to:

- clearly state expectations of acceptable behaviour;
- set expectations for effective behaviour management strategies;
- establish processes which recognise, teach, reward and celebrate positive behaviour;
- establish classroom agreements and sanctions to deal with poor behaviour choices;
- prevent bullying;
- ensure pupils complete assigned work.

We have a consistent approach to behaviour management. All pupils at Southmead Primary School are treated as individuals. However, it is important that there is a shared view of behavioural expectations by all members of the community. As a result, behavioural expectations, rewards and sanctions are applied consistently and fairly to all pupils.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Positive Behaviour is defined as:

- Upholding the School Values
- Making the right 'choices'
- Making a positive contribution to school life and enjoy all that school has to offer.
- Behaving in a safe, orderly and self – controlled way, moving quietly around the school.

- Having good manners, be kind and helpful and speak politely to everyone.
- Trying our best to reach our full potential.
- Telling the truth.
- Admitting our mistakes.
- Encouraging and support each other to be the best we can.
- Taking care of school property and the environment.
- Telling a member of staff if we are feeling worried or unhappy.
- Wearing our school uniform.
- Consistently making an individual effort to achieve in learning, play or behaviour
- Participating in a group activity and notably having played our part in the group's success
- Achieving as a whole class
- Showing respect to members of staff and each other, regarding property, beliefs and feelings.
- Respecting differences in people
- In class, making it possible for all pupils to learn
- Treating the school buildings and school property with respect
- Being a Positive Ambassador for the school, including when outside school

Inappropriate Behaviour is defined as:

- Anything that prevents the child from learning
- Disrupting the learning of others
- Disrupting teaching
- Being insulting / abusive / repeatedly being rude and / or impolite
- Affecting the health and safety of ourselves or others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting
- Vandalism
- Theft
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

We take the issue of bullying very seriously and as such have a separate Anti – Bullying policy. We have a whole school approach to bullying (including racism and other types of prejudice) which takes time, effort, education, attitude change and behaviour change by all members of the school community.

5. Roles and responsibilities

As members of Southmead Primary School learning community, we all have responsibilities to fulfil to help create a positive and safe environment for learning.

5.1 Parents / Carers

- Support their child by reading and supporting the Positive Behaviour Policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
- Encourage positive behaviour choices in all situations (including when they are with you in school and on the playground).

- Encourage independence and self – discipline
- Help your child to be on time and to remember anything they need for school.
- Make sure your child gets a good night's sleep on 'school nights'. It really helps with concentration and good temper. Monitor TV watching and computer games, particularly for violence and be aware of age restrictions which are clearly shown on games and films. Also ensure books and online use is age appropriate.
- Foster good relationships with the school. Check for and read all news that come home from school, so you can talk to your child about what is going on.
- Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Listen to your child ... but bear in mind that they may see things from their point of view, which is not necessarily a fair reflection of the events, so please come in and speak to the member(s) of staff who was involved in the situation.
- Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out differences, difficulties and arguments.
- Support the school's expectations of ensuring regular attendance, ensuring school uniform is worn and encouraging home learning in order to support school learning. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to the parents. Home and school need to work together to give children high standards and to let them know what is expected of them.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

5.2 Staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Welcome parents / carers into school and provide opportunities for them to become involved in school life.
- Treat all pupils in a polite, positive manner, fairly and with respect.
- Listen and help when pupils have concerns.
- Create a safe and happy environment, physically and emotionally.
- Recognise that each child is an individual and to be aware of any specific individual needs.
- Display our classroom agreements (and sanctions) and use them clearly and consistently.
- Be a good role model and have the highest expectations of pupils and each other.
- Understand that pupils will make mistakes and to help them learn from these mistakes in a positive and practical way.
- Care for each child's social, emotional and physical well-being.
- Recognise when children display our core values and reward, highlight and promote positive behaviours.
- Implement the behaviour policy consistently.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Establish clear routines.
- Communicate expectations of behaviour in ways other than verbally.
- Conclude the day positively and starting the next day afresh.
- Have a plan for dealing with low-level disruption.
- Use positive reinforcement.
- Model positive behaviour.
- Record behaviour incidents (see appendix 1 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

5.3 Class Teachers

- Follow the Positive Behaviour Policy consistently to ensure that Positive (and negative) behaviour choices are rewarded (or sanctioned).
- Ensure that the Positive Behaviour Policy is adhered to by all adults working with pupils in their class throughout the school day.
- Raise the pupils' self-esteem through regular PSCE (Personal, Social, Citizenship and Health Education).
- Draw up and regularly review, 'Class Agreements' and 'Good Playtime Statements'.
- Develop good relationships with parents and all adults involved in pupils' learning.
- Keep other teachers informed of the behaviour barriers to learning of members of their class.

5.4 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of Positive Behaviour Principles (appendix 2). The Headteacher and Governing Body will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of Positive Behaviour Principles (appendix 2).

The Governing Body will also review this Positive Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

We have the highest expectations for our pupils in terms of their behaviour and take collective responsibility for maintaining high standards of positive behaviour. Positive Behaviour is everyone's responsibility.

6. Rewards and sanctions

At Southmead Primary School, we want to develop an intrinsic motivation for learning and positive behaviour through our daily interactions with children. Rewards are used as a celebration of a child's achievement that often goes above and beyond the expected. To maintain high standards of positive behaviour, members of staff always place the emphasis on rewarding the positive. In the same way, poor behaviour choices will be dealt with fairly and consistently.

Neuro-linguistic programming (NLP)

Refer Appendix 3 for more information

Traffic – Light System

We use a 'traffic – light system' to monitor the progress of pupils' behaviour throughout the school day. This highlights positive behaviour, reinforces the Classroom Agreements and sanctions poor behaviour choices. Each child begins the day on the green light and is moved to the gold light for outstanding behaviour. If a pupil displays consistently excellent behaviour which far exceeds what is expected, they will be moved to the platinum light. A pupil will be moved to the amber light after poor behaviour choices have meant that two warnings have been issued. There is a further light – red – if behaviour choices continue to be poor.

The system encourages the children who are making poor behaviour choices to reflect on their behaviour whilst providing them with the chance to redeem themselves and move back to the green light.

Foundation Stage

- All children start on the Green Light. Children who remain on the Green Light all week will have their achievements rewarded in different ways e.g. Star of the Week, being mentioned in Praise Assemblies etc.
- Children can be moved to the Gold Light for exemplary behaviour, (and to the platinum light for consistently excellent behaviour which far exceeds what is expected), some of which is above and beyond what you would expect from a Reception child.
- For poor behaviour choices, children receive an initial warning. This can be an individual warning or collective warning.
- Amber Light – child's name is moved to the Amber Light after two warnings. Children can earn themselves back to the Green Light from here. They cannot move their way back from the Red Light.

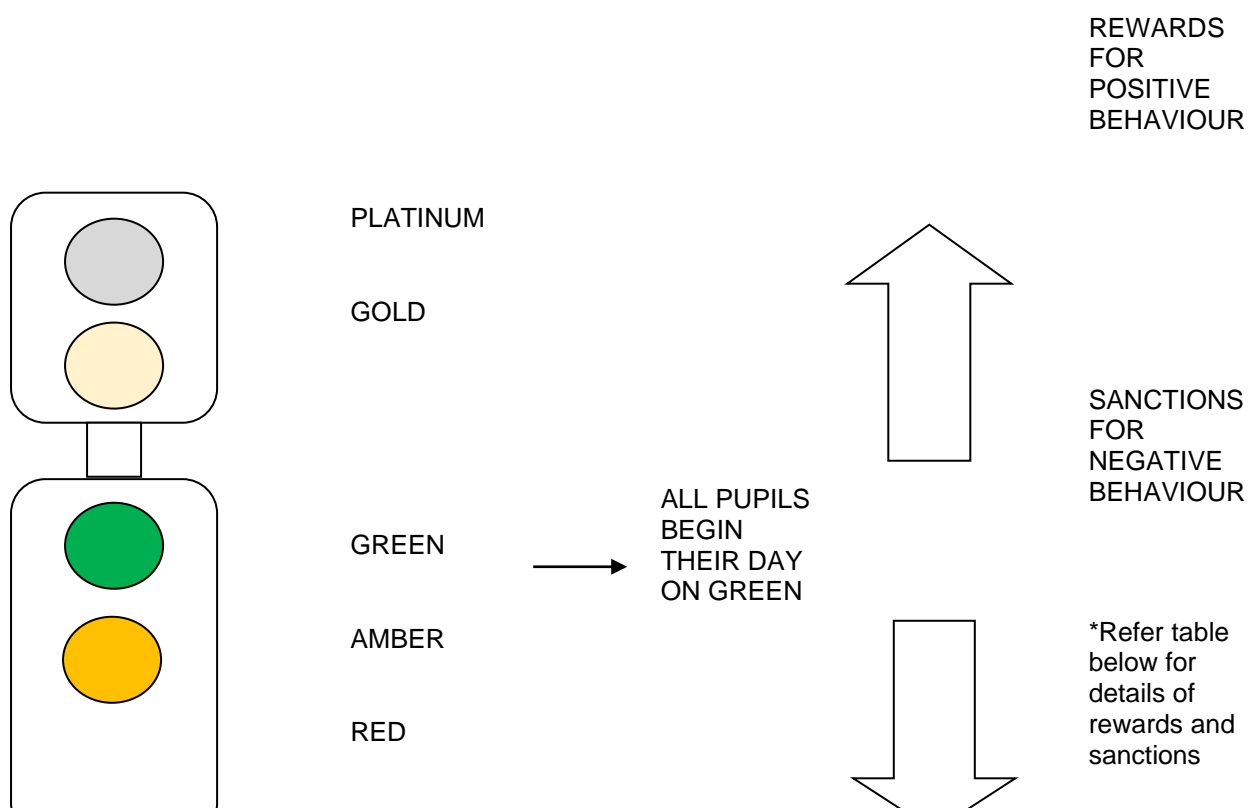
Key Stage 1

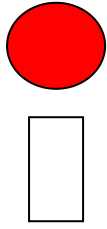
- All children start on the Green Light.
- Children can be moved to the Gold Light for exemplary behaviour, which is above and beyond what you would expect from a KS1 child, (and to the platinum light for consistently excellent behaviour which far exceeds what is expected).
- For poor behaviour choices, children receive an initial warning. This can be an individual warning or collective warning.
- Warning – child's name is moved to the Amber Light after two warnings. 5 minutes of the next Break Time is missed.

- Yellow card – moved away from others in class. 10 minutes of the next Break Time is missed.
- Amber Light – Child will be sent to another class. 15 minutes of the next Break Time is missed.
- If pupil has not moved back to the green light by the end of the day, pupils to report to KS1 Assistant Headteacher or member of SLT who will write a letter home (appendix 7) to explain the Core Value the pupil has not demonstrated, and after discussing with the pupil, how they plan to improve their behaviour in future. Children can earn themselves back to the Green Light from the Amber Light. They cannot move their way back from the Red Light.

Key Stage 2

- All children start on the Green Light.
- Children can be moved to the Gold Light for exemplary behaviour, which is above and beyond what you would expect from a KS2 child, (and to the platinum light for consistently excellent behaviour which far exceeds what is expected). If a child has remained on the Gold Light every day during a half – term they will be awarded with a certificate. On the Gold Light For the whole term, children will receive reward badges to celebrate their 100% achievement of staying on the Gold Light.
- Platinum Light – exemplary behaviour. Children who have been recognised for exemplary behaviour at least 5 times during the term will receive a certificate, and 12 times during a term, will be invited for a special award ceremony with the Headteacher.
- For poor behaviour choices, children receive an initial warning. This can be an individual warning or collective warning.
- The child's name is moved to the Amber Light. 5 minutes of the next Break Time are missed.
- Yellow card – moved away from others in class. 10 minutes of the next Break Time are missed.
- Amber Light – Child will be sent to another class. 15 minutes of the next Break Time will be missed. If pupil has not moved back to the green light by the end of the day, pupils to report to KS2 Assistant Headteacher or member of SLT who will write a letter home (appendix 7) to explain the Core Value the pupil has not demonstrated, and after discussing with the pupil, how they plan to improve their behaviour in future. Children can earn themselves back to the Green Light from the Amber Light. They cannot move their way back from the Red Light.





6.1 Rewards

Positive Behaviour will be rewarded with:

- Praise (verbal or non – verbal)
- Merit marks
- Half – termly postcards home
- progression up the traffic light system
- achievement stickers
- star of the week
- marbles-in-the-jar
- a visit to the Headteacher
- 'Golden time'
- Assemblies and Newsletters
- House points

The House System

The children are split into four houses -

Malala (Yellow)
Hawking (Green)
Farah (Red)
Watson (Blue)

This system encourages responsibility to each other in school. The children receive house points for positive behaviour and work at school, with weekly Praise Assemblies to celebrate the house with most points. The children also receive rewards associated to their house – such as non – uniform days.

Praise Assemblies

This assembly occurs on a weekly basis: Monday for Key Stage 2 and Tuesday for Key Stage 1, to recognise the achievements of the children at an individual, class and House level. In this assembly, children are presented with certificates to reward positive behaviour, attitude to work, effort and achievement in work, success in sport and team games / arts productions / out-of-school successes e.g. in dance / martial arts etc: We also share House Point winners to date.

Star to Shine Assemblies

This is held at the end of each term and 2 or 3 children from each class attend with their parents / carers. These assemblies recognise and promote constant positive behaviour.

6.2 Sanctions

Occasionally the benefits and rewards to reinforce and praise positive behaviour will not be enough. We will need to take further action to prevent poor behaviour choices. We have a range of strategies for dealing with and monitoring these behaviours.

Sanctions are issued by members of staff when behaviour is unacceptable either in school or off school premises.

Each class teacher has a weekly behaviour tracking sheet (Behaviour Log appendix 1) to help monitor pupils' behaviour. These are passed on to the Key Stage 1 or 2 Assistant Headteacher at the end of the week. Staff and Senior Leadership Team (SLT) will review behaviour across the school half – termly, although more regularly for priority situations.

Poor Behaviour choices will be sanctioned with warnings and moving to the Amber or Red Traffic Light for pupils who are disrupting the lesson and the learning of others, as well as poor behaviours in the playground / outside of the classroom.

Sanctions reflect the seriousness of the poor behaviour choice and take into account the pupil's age and individual needs. They can include:

- Verbal reminder of the class agreements
- Warnings
- Amber and Red Cards
- Moving to the Amber and Red Lights
- Completing learning outside of the classroom
- A child using their own time to catch up on missed learning during break times
- Loss of privileges for a time
- Missing breaktimes
- Being sent to another class followed by being sent to the Assistant Headteacher and finally Headteacher
- Regular reporting to a senior member of staff for behaviour monitoring in a Behaviour Book

6.3 *Details of Rewards and Sanctions

REWARDS	
PLATINUM LIGHT	To have a piece of cake and a drink of squash with the Headteacher
GOLD LIGHT	To be mentioned in the Praise Assembly
ALL PUPILS START EACH DAY ON THE GREEN LIGHT	
SANCTIONS	
WARNING	Name on the tracking chart. (1 point)
YELLOW CARD	Name on the tracking chart. (2 points)
AMBER LIGHT	<p>Miss all of lunchtime</p> <p>Pupils to report to KS1 / KS2 Assistant Headteacher or member of SLT who will write a letter home to explain the Core Value the pupil has not demonstrated, and after discussing with the pupil how they plan to improve their behaviour in future. (This will be recorded by the pupil on a Social or Learning RESPECT form appendix 4.)</p>
RED LIGHT	<p>Miss all of lunchtime</p> <p>Pupils to report to KS1 / KS2 Assistant Headteacher or member of SLT, who will write a letter home to explain the Core Value the pupil has not demonstrated and to invite parents in to discuss the poor behaviour choices.</p> <p>Pupils are asked to revisit the event and explore the behaviour choices they made. They are asked to reflect on which choice would have been better and what would have happened if they made that choice, explaining the relevance to Core Values. (This will be recorded by the pupil on a Social or Learning RESPECT form appendix 4.)</p>

Amber Cards

AMBER cards are issued if a child has received 10 points over the course of a half term or a more serious individual event e.g. swearing, threatening or aggressive behaviour. If a pupil has had an AMBER card issued during a half term, then the class teacher and / or a member of the SLT will meet with parents to discuss the pupil's behaviour and draw up a behaviour chart for that pupil. Amber cards are issued for disrespect, and general, low level, continuous poor behaviour choices.

All copies of pupils' individual behaviour charts should be passed on to the KS1 / KS2 Assistant Headteacher and will be put in place for half a term. These will be monitored and reviewed by the class teacher and parents weekly, with a formal meeting at the end of the term to review progress.

If significant improvements do not take place, then parents may be brought in to have a formal meeting with the Headteacher to discuss ways forward.

Red Cards

For more serious forms of misbehaviour such as physically hitting another pupil or fighting with another pupils with intention to hurt them, a RED card will be issued, and a lunchtime will be missed. Red cards are issued for the most serious misbehaviour, and a lunchtime will be missed. RED cards must be placed in an

envelope before being sent home to parents. All of these are recorded on the behaviour log (appendix 1). When a RED card is issued to a child, staff must complete a behaviour incident form outlining what has happened and pass this on to the KS1 / KS2 Assistant Headteacher.

Class teachers will see parents / carers of pupils who are experiencing behaviour difficulties, to discuss ways to help improve. If a pupil has had 3 RED CARDS issued during a half term, then the class teacher and / or a member of the SLT will meet with parents to discuss the pupil's behaviour and draw up a behaviour chart for that pupil. Children may be excluded from lunchtimes until behaviour becomes more positive. All copies of pupils' individual behaviour charts should be passed on to the KS1 / KS2 Assistant Headteacher and will be put in place for half a term. These will be monitored and reviewed by the class teacher and parents weekly, with a formal meeting at the end of the term to review progress. If significant improvements do not take place, then parents may be brought in to have a formal meeting with the Headteacher or KS1 / KS2 Assistant Headteacher to discuss ways forward which could include a fixed term exclusion, internal or external.

Pupil Support Systems

As children are treated as individuals, consideration will be made to each child's needs and in some cases, where a child is experiencing prolonged or significant difficulties in managing behaviour, an Individual Behaviour Plan will be drawn up in partnership with parents, the child and the school. Where necessary, the school will liaise with parents to access support from external agencies such as Parental Support, Child and Family Guidance, the School Nurse or Child and Adolescent Mental Health.

The close partnership that exists between parents and school is the key mechanism for supporting pupils at Southmead Primary School. As a school we can also offer, when and where appropriate:

- Class teachers and Learning Support Assistants, who are vigilant and reflect back pupils' feelings to help them move forwards.
- A Social Club at lunch times for pupils, who may find these less structured times daunting.
- Mentor, who works with pupils on a 1:1 basis as necessary.
- A Pastoral support team, who work with pupils individually or in groups as necessary.
- Play Leaders

7. Behaviour at Breaktimes and Lunchtimes

Our school rules apply at all times of the school day, including breaktime and lunchtime.

Sometimes children may require a 'time out' or detention at playtime or lunchtime if their behaviour is unacceptable. They may be asked to remain in their class, sent to a communal area or stand out with a member of staff for a specified amount of time or until they are ready to behave appropriately.

Meal Time Assistants (MTAs) may select a class of the week or individuals for acknowledgement at weekly assemblies for

- i) good collaborative play.
- ii) support and empathy shown to friends.
- iii) help when another child is lonely / upset / feeling unwell
- iv) Displaying whole School Values, which will also earn House Points

In the event of inappropriate behaviour during lunchtimes MTAs talk to the children and if and when necessary give them a time out period. In the event of a more serious incident MTAs will refer the incident to the lead MTA or member of the SLT. In more serious incidents children will be given a detention (parental consent is not required for detentions). Recurring incidents need to be logged in the lunchtime behaviour log and more serious incidents need to be written up on incident forms and copies given to the teacher and KS1 / KS2 Assistant Headteacher. If children are struggling to behave appropriately during lunchtimes parents / carers will be asked to come in to talk to the class teacher and / or member of the SLT to discuss the issues being presented and come up with ways forwards. Children may also be internally / externally excluded for lunchtimes until their behaviour improves.

Our pupils have written our Lunchtime Rules for in the dinner hall:

- We use our manners

- We use our cutlery
- We sit at the table and use our classroom voices to talk to our friends
- We tidy up after ourselves
- We walk in the hall
- If we need help, we politely ask a grown up

Flags will be used in the dinner hall to indicate whether the noise level is appropriate (green flag) or too noisy (chequered flag.)

Our pupils have written our Playground Rules:

- We look after each other and play safely.
- We always follow instructions straight away.
- We show respect for people, property and the environment.
- We ask children on their own to join in with our games.
- We say sorry if we bump into anyone by accident.
- We stop and line up quietly when we hear the bell.
- We take care of our equipment

Social Club (during lunchtimes)

Some children find unstructured longer periods of time such as playtime extremely challenging. We offer a Social Club to give children in this position the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour. Social Club club is held in the Studio.

Play Leaders

These have been established to help provide activities to stimulate and involve Key Stage 2 Children during lunchtimes.

8 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Disturbing good order and behaviour in the classroom, during a school event or on an educational visit
- Hurting themselves or others
- Damaging property
- Committing an offence, attacking a member of staff or another pupil
- From leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts others
- Harming themselves through physical outbursts

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / carers on the behaviour log (appendix 1)

8.1 Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline (including mobile phones during school time). These items will be returned to pupils after discussion with senior leaders and parents / carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

8.2 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

9. Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

Serious or continuous breaches of the known and accepted behaviour policy may result in a pupil being excluded from school. It may be necessary for the general good of the pupil to be asked to leave the school. Therefore, when we have exhausted all reasonable strategies exclusion is the next option for the school.

These may include

- Lunchtime exclusion.
- Fixed term exclusion.
- Permanent exclusion.

A fixed term or permanent exclusion is the most serious sanction for poor behaviour choices and will be taken only in response to serious breaches of the Behaviour Policy, using categories detailed in the National Standard List for Exclusion (appendix 5)

Only the Headteacher (or KS1 / KS2 Assistant Headteacher in their absence) can issue a fixed term exclusion.

Fixed period exclusions are used first – for a maximum of 15 days in a term.

- Pupils will receive exclusions in relation to the severity of the breach of the behaviour code.
- The first exclusion will be between 1-3 days, the second 3-5 days – Governors must be notified if fixed term exclusion takes place.

If a pupil has been excluded for a fixed number of days or excluded from the school permanently parents will always be informed of the reasons for exclusion and the legal guidelines will be followed. A pupils' return from a period of exclusion will always involve a reintegration meeting with parents, the child and a senior member of staff to ensure the future positive behaviour of the pupil. A personal support plan will be put in place to ensure that inappropriate behaviour is tackled and improved.

Parents have the right to appeal the process against exclusion. In this instance, the Governing body will establish a Disciplinary Committee of at least three members to consider the appeal.

The school reserves the right of permanent exclusion as a last resort. Corporal punishment has no place at Southmead Primary School.

Refer Appendix 6 for an Exclusions Flow Chart

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the full governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti - bullying policy
- Whole School Safeguarding and Child Protection policy

Appendix 1: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date and time:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, parents / carers, governors, police):	

Appendix 2: Positive Behaviour Principles

Positive Behaviour is defined as:

- Upholding the School Values
- Making the right 'choices'
- Making a positive contribution to school life and enjoying all that school has to offer.
- Behaving in a safe, orderly and self – controlled way, moving quietly around the school.
- Having good manners, being kind and helpful and speaking politely to everyone.
- Trying our best to reach their full potential.
- Telling the truth.
- Admitting our mistakes.
- Encouraging and supporting each other to be the best we can.
- Taking care of school property and the environment.
- Telling a member of staff if we are feeling worried or unhappy.
- Wearing our school uniform.
- Consistently making an individual effort to achieve in learning, play or behaviour
- Participating in a group activity and notably having played our part in the group's success
- Achieving as a whole class
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Treating the school buildings and school property with respect
- Being a Positive Ambassador for the school, including when outside school
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Pupils are helped to take responsibility for their actions
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Positive Behaviour Policy
- The Positive Behaviour Policy is understood by pupils and staff
- The exclusions section of the policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Appendix 3: Neuro-linguistic programming (NLP)

Neuro-linguistic programming is used in school to help individuals understand and take control of their thought processes and feelings; and use them to bring about positive changes in their lives. Our use of NLP is linked closely with our values - led curriculum with children improving their emotional literacy and responses to situations that happen in their daily lives. Amongst the approaches used are; positively connecting with a child when they are being the best version of themselves, positive praise for good behaviours to help set role models, allowing children time to focus on their goals and achievements and ensuring that every child feels like an asset to the class and knows they are part of a big team. All adults are encouraged to adopt an open and approachable body language, so the children and parents know they can be heard in a supportive atmosphere.

Appendix 4: Social / Learning RESPECT Form



Southmead Primary School

RESPECT – Restorative Approach – Social and Emotional

Name and Class:

Reason I am here:

How I made the other person feel:

The VALUE that I need to remember:



Southmead Primary School

RESPECT – Restorative Approach – Learning Attitudes

Name and Class:

Reason I am here:

How I was feeling:

How my behaviour affected others:

The VALUE that I need to remember:

Appendix 5: National Standard List of Reasons for Exclusion

The DCSF has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

Physical assault against pupil

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against pupil

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse/threatening behaviour against adult

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

Racist abuse

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct

Includes:

- sexual abuse
- sexual assault
- sexual harassment

- lewd behaviour
- sexual bullying
- sexual graffiti

Drug & Alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

Theft

Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent disruptive behaviour

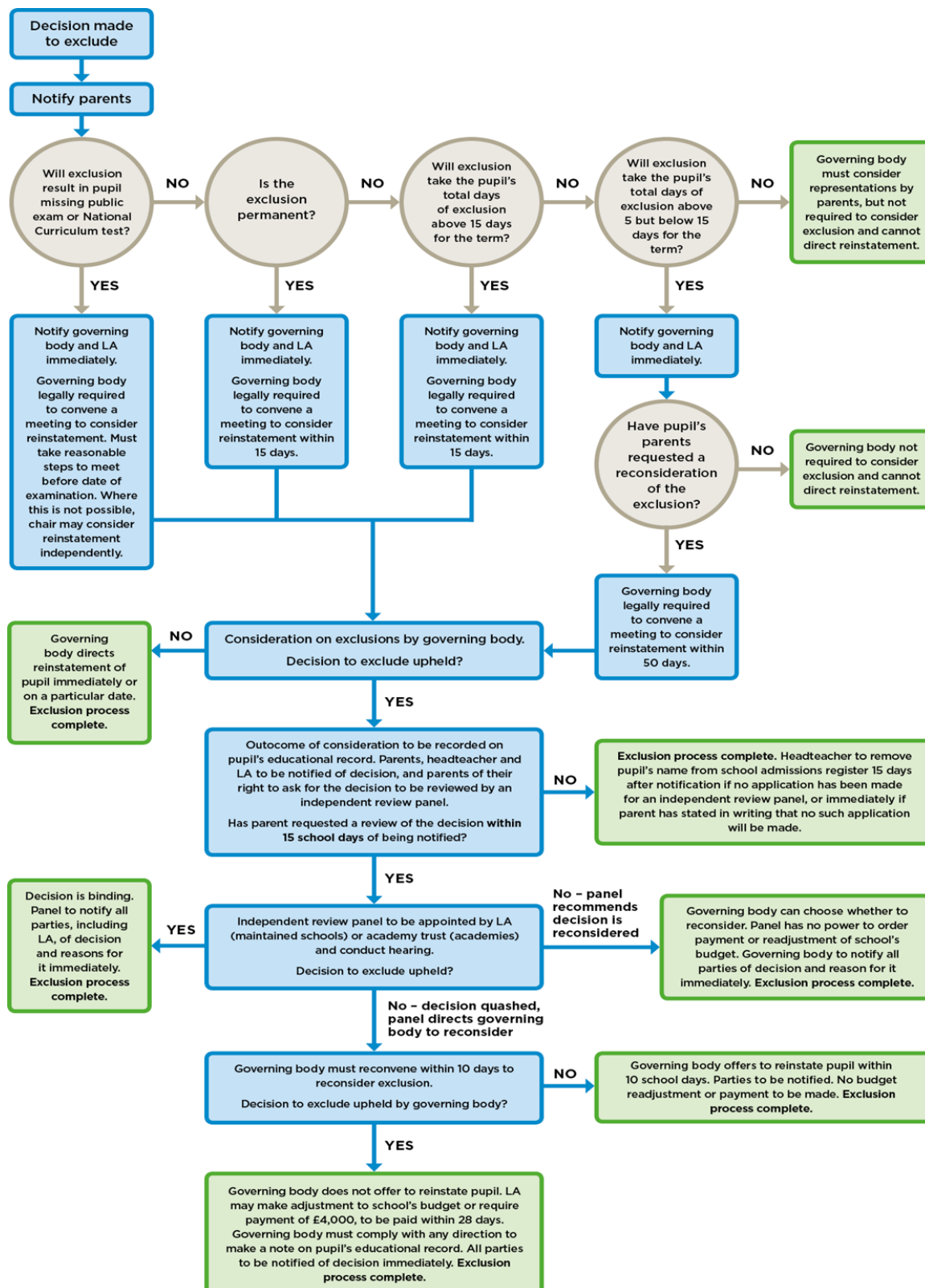
Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly.

Appendix 6: Exclusions Flow Chart



Appendix 7: letters to parents / carers about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil positive behaviour policy, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Positive Behaviour Policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

COVID 19 Addendum

This addendum is to be used in conjunction with and alongside our full Positive Behaviour Policy. The rationale behind its creation is to ensure that the children and staff at Southmead Primary School act in a manner that fully supports the very necessary safety measures that have been put in place during the Covid-19 pandemic and national crisis.

Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to socially distance and stay safe it will now be treated in a more serious manner.

This addendum also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to social distancing guidelines and will not use any form of physical restraint: soothing or reassurance for example, hugs or children sitting on laps.

Due to social distancing, we will be unable to complete the following actions in the Positive Behaviour Policy:

- Hold restorative conversations in private
- Send a child for an internal referral.
- Share teaching with other teachers and classes.
- Hold face to face conversations with parents.
- Hold a Star of the Week / Time to Shine assembly.

Linked to the above, the actions we will take are as follows:

- Staff reminder of appropriate expectations.
- Hold restorative conversations as privately as possible without putting children and staff at risk.

Category	Concern examples	Consequences/actions
1	<p>Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus.</p> <p>Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message)</p> <p>Low level disruption in class</p>	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed by telephone call or email. • General school Positive Behaviour Policy followed.
2	Not following school routine for arrival or	<ul style="list-style-type: none"> • Staff reminder given. • Parents / Carers informed

	<p>departure – once</p> <p>Not following the rules about sharing equipment or other items – once</p> <p>Not following instructions on hygiene, such as hand washing or sanitising – once</p> <p>Not moving around the school as per specific instructions – once</p> <p>Not lining up or sitting following instructions to remain 2 metres apart wherever possible.</p>	<p>by telephone call or email.</p> <ul style="list-style-type: none"> Recorded following behaviour reporting on CPOMS linked to Covid – 19 updates.
3	<p>Repeated incidents from level 2 – more than once</p> <p>Not following school routine for arrival or departure – more than once</p> <p>Deliberately tampering or touching another child's equipment or belongings</p> <p>Deliberately tampering with hygiene materials such as soap or sanitiser</p> <p>Deliberately tampering with bins or the contents of bins</p> <p>Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group.</p> <p>Deliberately attempting to socialise with a child from another group</p> <p>Deliberately misusing the toilet areas and facilities</p>	<p>Child will be sent home immediately and a risk assessment will be completed to ascertain when they can return.</p>
4	<p>Deliberately coughing or spitting at somebody</p> <p>Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced.</p>	<p>Child will be sent home and a risk assessment must be completed to assess if the child can return before September.</p>