



*'Learning from Each Other' -
'Achieving Together'*

Positive Behaviour Policy

Date of Policy: **Autumn 2020**

Person(s) Responsible for Policy: **Head**

Committee Responsible: **GSG**

Term of Review: **Autumn 2021**

AIMS

It is our aim to promote a school ethos which is underpinned by core values. These core values support the development of the children to become a reflective learner within a **calm, caring, happy and purposeful atmosphere**.

Our Positive Behaviour for Learning Policy is designed to ensure that **everyone** at Swindon Village Primary School has the opportunity to **Be KIND, Be RESPECTFUL and Be THE BEST YOU CAN BE in all aspects of school life**.

This Positive Behaviour for Learning policy aims to:

- Create a secure, stable, caring environment for every child in which effective learning can take place.
- Promote mutual respect for all.
- Use positive ways to set acceptable and meaningful standards of behaviour, which will maintain high levels of behaviour.
- Encourage self-discipline and independence so that every child can learn to accept responsibility for their behaviour.

We believe that all discipline should be positive, and that expectations of the child will reflect their age and development. The children will be taught about positive social values and appropriate behaviours, as well as conflict resolution.

BEHAVIOUR IN THE CLASSROOM

We believe that **EVERYONE** in the classroom has the right to learn and achieve. We expect all children to:

- Listen, without interrupting
- Follow instructions
- NEVER SETTLE FOR LESS THAN THEIR BEST and let others do the same
- Encourage others to do well
- Be polite
- Ask for help by putting their hand up

Disruption to lessons is taken very seriously. It is not acceptable under any circumstances. If children continue to disrupt a lesson then this will result in the following school's accepted consequences.

Persistent disruption can lead to a fixed term exclusion or even permanent exclusion.

BEHAVIOUR AROUND SCHOOL

We all want to work in a school which is clean, pleasant, and safe. We expect all children to help by:

- Walking not running in the corridors
- Using litter bins
- Remembering that chewing gum and fizzy drinks are not allowed in school
- Working with adults to tidy up
- Being careful when eating in the dinner hall and helping to clear up
- Looking after school property and other people's possessions
- Keeping the cloakrooms tidy and organised

BEHAVIOUR TOWARDS OTHERS

At all times in school we expect you to treat other people with respect and consideration.

This means:

- Being friendly and showing good manners
- Respecting other people's feelings
- Respecting other people's property and the school environment

At Swindon Village Primary School it is the responsibility of **EVERYONE** at school to encourage good behaviour for learning. However, in certain circumstances it may be necessary to follow sanctions when inappropriate behaviour occurs. (For detailed procedures see Appendix 1: Traffic Light System)

REWARDS AND RECOGNITION

There are a range of systems in place throughout the school to reward good behaviour: some are whole school and others are specific to classes/year groups/phases depending on the child's age and maturity.

To help us to achieve these objectives we ask you to consider the following:

POSITIVES

Children will receive a Positive Point for the following:



Being Kind



Being
Respectful



Being the Best
You Can Be



Above and
Beyond



Value of the
Month -



Great
Homework

For Every 50 Positives:

- SLT are notified on Class Charts
- SLT will visit the child and celebrate the success (New HT Reward Certificate),
- HT Sticker is awarded and added to their Positive Behaviour Passport
- Certificate is presented and taken home

Positive Behaviour Passport

- On completion of the Positive Behaviour Passport, each child will be awarded with a special prize from the Positive Reward Suitcase

NEGATIVES

In class / on the Play Ground

For individuals:

Step 1. Verbal warning

- will be given and inappropriate behaviour will be explained. The expectation for improvement will also be given.

Step 2. Name on Board (if in the classroom) – (Or logged if the playground)

- If the child continues with poor behaviour, the child's name/Initials will be placed on the board.

Step 3. Amber Negative Point [- ve] ISSUED:

- **On receiving a 3rd warning the child will receive an AMBER Negative Point. On receiving an AMBER card:**
 - The incident will be recorded on the child's Class Charts Card – a description to be recorded with **where** and **who** were involved.
 - Each negative = a proportion of their next playtime to be missed [child goes in time-out white box].
 - If the child continues to be disruptive, **more negatives will be issued**.
 - The member of staff on duty to oversee this.
 - AHT will monitor the **behaviour on Class Charts** on a regular basis and will talk individually to any repeat offenders.
 - Children who receive:
 - - 5 Amber Negatives = phone call home from class teacher
 - - 10 Amber Negatives = Parent Meeting with AHT, class teacher, parent and, where appropriate, the child.
 - - 15 Amber Negatives = HT/DH involved with parent and AHT.

Red Negative Point [- ve]:

- Any child displaying Red Behaviour will automatically receive a straight Red Negative Point.
- The Child will be immediately removed from the area they are working in/playing in and moved into the other Year Group's Classroom for the duration of the day *or* asked to stand in the Time-Out White Box on the playground.
- Child will miss 5 days of play and lunch [standing in time out zone for ½ of play and lunch times]
- Red Negative Points = - 5pts
 - – 5 Red Negative = phone call home by class teacher
 - - 10 Amber Negatives = Parent Meeting with AHT, Class Teacher, Parent and ,where appropriate, the child.
 - - 15 Amber Negatives = HT/DH involved with Parent and AHT

EXCLUSIONS – see appendix 4

As a last resort the child may be withdrawn from lessons to work in another classroom for a longer period of time. In these cases, wherever possible, the child will follow the same programme of work as the rest of their class but will work in isolation in silence.

Internal exclusions are given as a consequence of behaviour such as:

- Disruption to lessons
- Disrespect to staff
- Bullying and unpleasantness to others
- Refusal to follow school procedures (defiance)
- Threatening behaviour
- Damage to property

Very serious incidents including violence, verbal abuse, behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion. Parents are always notified and expected to attend a meeting with a senior member of staff. Continuous disruption to learning may also lead to a fixed term exclusion if improvement is not made.

Incidents involving knives, theft, arson, serious assault, damage to school property are likely to lead to permanent exclusion. In such cases parents are always notified and their right to appeal explained. Such incidents are very uncommon in our school. In any of these cases the school may also involve the police. The following items **MUST NOT** be brought to school:

- Offensive weapons including laser pens
- Matches
- Lighters
- Cigarettes
- Penknives
- Fireworks... or other incendiary devices.

USE OF REASONABLE FORCE – see physical intervention and restraint policy

All members of school staff and unpaid volunteers who the Head teacher has put in charge of a group of pupils e.g. on a school trip, can use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder.

If reasonable force is used then the incident is formally recorded and kept for future reference. The school does not have a 'no contact' policy as this could place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking the appropriate action needed to prevent a pupil causing harm. (See DfE document: Use of Reasonable Force)

SCREENING, SEARCHING AND CONFISCATION

School staff can search a pupil for any item banned under the school rules if the child agrees. In addition, the Head teacher, and staff authorised by him, have a statutory power to search any pupil, and their possessions, without their consent if they suspect they have items such as knives, weapons, alcohol, illegal drugs or stolen items. (See DfE document: Screening, Searching and Confiscation)

VALUABLES

Items such as mobile phones may only be brought into school with the permission from a Senior Leader. However, the school cannot be responsible for any such item which is lost or stolen at school. Jewellery must not be worn in school, other than a watch, one pair of stud earrings or jewellery with a religious significance.

DAMAGE TO PROPERTY

You will be required to pay for any damage you cause in school including books, equipment and to the building itself. We do not allow chewing gum in school as it can damage furniture and carpets.

BEHAVIOUR IN THE COMMUNITY

On the way to and from school and away from school at or on educational visits you are expected to:

- Promote a positive image of the school
- Respect members of the community and their property
- Dispose of litter properly

It is accepted that the government expects the school to act upon any incidents of bullying, anti-social or criminal behaviour in the community, whether witnessed by members of staff or reported to the school. The school will support police action taken against any such behaviour in the community and seek to identify any pupil involved in such behaviour.

Monitoring & review, policy into practice

We will review this policy annually as well as if incidents occur that suggest the need for review.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

- The Head Teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Signed



(Head Teacher)

Signed



(Chair of Governors)

Date : 11th September 2020

Behaviour System - Traffic Light System

Green - expected behaviour

Amber - following **two warnings** for behaviour the child is given a **NEGATIVE BEHAVIOUR POINT** on Class Charts.

Red - Straight Red - No Warnings - Red for high level behaviour

Be Respectful

- Look at the person who is talking
- Use words and not negative body language to communicate (shrugging shoulders)
- Be honest and truthful
- Accept what an adult says (never answer back)
- Speak in full sentences
- Say please and thankyou -remember good manners
- Listen to what others say
- Choose the right time to talk
- Follow instructions
- Address teachers by their proper name - Mr Mills
- Wear the correct school uniform
- Respecting school equipment
- Keep locker/cloakroom tidy

Be Kind

- Say positive things
- Allow everyone to join in games
- Keep hands and feet to yourself
- Share
- Be polite
- Hold doors open around school

Be the Best

- Make an effort with your learning
- Concentrate in class
- Share your ideas
- Bring the correct equipment to school
- Do your home learning
- Keep the classroom tidy
- Put equipment away

Not Respectful

- NOT Looking at the person who is talking
- Using negative body language to communicate (shrugging shoulders)
- NOT being honest and truthful
- NOT accepting what an adult says -answering back
- NOT speaking in full sentences
- NOT saying please and thankyou - forgetting manners
- NOT listening to what others say
- NOT talking at the right time
- NOT following instructions
- NOT addressing teachers by their proper name - Mr Mills
- NOT wearing the correct school uniform
- NOT respecting school equipment
- NOT keeping locker/cloakroom tidy

Be Kind

- Saying unkind things
- NOT allowing others to join in games
- NOT keeping hands and feet to yourself
- NOT sharing
- NOT being polite
- NOT holding doors open around school

Be the Best

- NOT making an effort with your learning
- Distracting yourself and others
- NOT sharing your ideas
- NOT bringing the correct equipment to school
- NOT doing your home learning
- NOT keeping the classroom tidy
- NOT returning things to their correct place

Being deliberately disrespectful

- Ignoring the person who is talking
- Using negative body language - shrugging, eye rolling, pulling faces
- Being dishonest
- Answering back
- Refusing to follow instructions
- Ignoring an adult
- Deliberately damaging school eproperty or equipment

Being deliberately unkind

- Speaking in an aggressive manner
- Using bad or inappprprisate language
- Being unkind or spiteful
- Being physically aggressive

Deliberately not being your best

- Refusing to do your school work
- Preventing others from learning
- Disrupting the working ewnvironment
- Being destructive
- Deliberately destroying school property
- Deliberately taking things that don't belong to you.

Appendix 2

The Use of Reasonable Force to Control or Restrain Pupils (see physical intervention and restraint policy)

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
 - Where there is a developing risk of injury to the pupil, or significant damage to property.
- If possible all incidents of restraint should be witnessed by another responsible adult. All incidents must be recorded as soon as possible on the 'Restraint Incident form'. These are kept on the school computer The Head Teacher oversees all forms.

The Headteacher authorises class teachers to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result (section 550a Education Act 1996)

Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to The Headteacher, Deputy Headteacher or the class teacher.

Degrees of Physical Contact

Touching	Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching.
Holding	The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain.
Restricting liberty:	Pupils should be removed to an area which is overlooked or has open access.
Restraint:	A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property.

What is not acceptable

- Holding a pupil in any way that might apply pressure to the chest area.
- Holding a pupil by neck or collar, or in any way that might restrict breathing.
- Slapping, punching or kicking a pupil.
- Twisting or forcing limbs against a joint.
- Tripping up a pupil.
- Holding or pulling a pupil by their hair or ear.
- Holding a pupil face down on the ground.
- Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Appendix 3

Restraint Incident Form

Names of pupil(s)

Date of incident:

Time of incident:

Place of incident:

Names of staff:

Witnessed by

Reason for force being used:

Description of the way in which the incident developed:

Pupil's response

Details of the outcomes of the incident including injuries and damage

Appendix 4 – internal exclusion letter to parents

Date

Dear Parent/Carer,

Unfortunately XXXXXXXX has acted in an inappropriate way today. The incident has been carefully investigated and unfortunately ?????? insert type of incident.

This behaviour is not acceptable and as a result of his/her actions ,and this is his/hers 2nd Red Card this half term, ?????? will have a fixed period of time working with a member of the Leadership Team. ?????? will work on their own for this fixed period and will have adequate breaks but not with their peers.

Please take time to talk to ?????? so he/she clearly understands that we are taking this seriously and this type of behaviour will not be accepted in future.

Yours sincerely

Geraint Mills
Head Teacher