
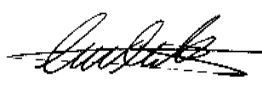


SVPS Positive Behaviour Policy 2023 – 2024



Governor Committee Responsible:	C & S	Staff Lead	Mr. G. Mills
Status	Statutory	Review Cycle	Annual
Last Review	Sept 2023	Next Review Date	July 2024

Designation	Name	Date	Signature
Chair of C S	Mrs S. Hulbert	03.10.23	
Head Teacher	Mr. G. Mills	03.10.23	

Additional Amendments

03.10.23: Addition of 'Healthy Lifestyle Positive' which replaces the stickers

3 Bs:

Be Kind

Be Respectful

Be the Best You Can Be

AIMS - *“Consistent in our principles, flexible in our practices.”*

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

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
- Working with adults to tidy up
- Keeping the cloakrooms tidy and organised
- Looking after school property and other people's possessions
- Being careful when eating in the dinner hall and helping to clear up
- Using litter bins

BEHAVIOUR TOWARDS OTHERS

At all times in school we expect children 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. We will always strive to look at the positives during teaching. All Classes will have their own Positive Reward System as well as the whole school consistent approach of awarding positive points on Class Charts.

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

POSITIVES POINTS - CLASS CHARTS

Children will receive a Positive Point for the following:

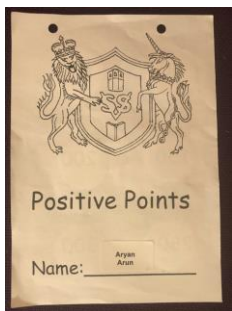


For Every 50 Positives:

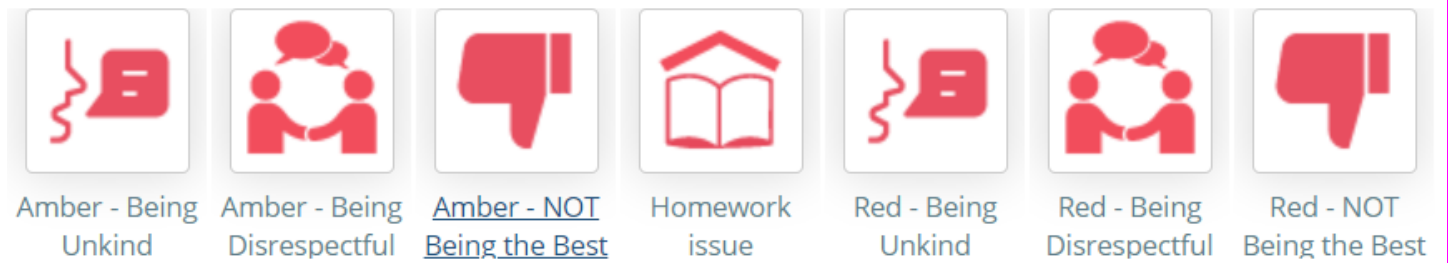
- SLT are notified on Class Charts
- A Shiny Sticker is awarded and added to their Positive Behaviour Passport
- Child visits the Positive Point Shop to collect a small prize
- Certificate is presented and taken home

Positive Behaviour Passport

- On completion of the Positive Behaviour Passport, each child will be entered into the Start of Year 'Mega Prize Draw' – Gold Post-box



NEGATIVES – for a child who DOES NOT HAVE a specific behaviour plan in place OR HAS SPECIFIC PROVISION FOR BEHAVIOUR



In class / on the Play Ground

For individuals:

Step 1. Unless there is a specific behaviour plan/provision

- **1st Verbal warning**
 - Verbal Warning will be given and the **inappropriate behaviour will be explained [a quiet/subtle discussion should be had with the child about why their behaviour was deemed inappropriate]**. The expectation for improvement will also be given. This applies to in the classroom and on the playgrounds.

Step 2.

- **2nd Verbal warning – AFTER THE LESSON the teacher and child need a quiet honest conversation about why the ‘said’ behaviour is distracting and inappropriate – again, a structured conversation must be had with the child and teacher to make sure the child understands why their behaviour was deemed inappropriate.**
 - E.g. Name on Board ☹️ (if in the classroom) or name is logged somewhere so the class teacher remembers to talk with the child.
 - E.g. XXXX ☹️
 - Or, if on the playground the name of child is logged and the information is passed onto the child’s teacher with why 2 warnings were given. The child’s name is put on the board with ‘*playground*’ written next to name
 - E.g. ☹️ + XXXX - *playground*

Step 3.

- **Continued persistently poor behaviour**
 - **E.g. more sad faces** ☹️☹️☹️ - or name is logged somewhere so the class teacher remembers to talk with the child.
 - **Amber Negative Point ISSUED**
 - **On receiving an AMBER card:**
 - Child to move to own place to work [this is an opportunity for the child to reflect and for the teacher to spend some 1:1 time AFTER THE LESSON talking to the child quietly about the

improvements they need to see. **This may need to be done on the playground if you are on duty. The child(ren) will walk around with an adult who is on duty.**

- If appropriate, the child may need to move to work at a different area all allow the rest of the class to work.
- The incident will be recorded on the child's Class Charts Card – a description to be recorded with **where** and **who** were involved.
- Class Teacher to discuss the incident with the parent(s) verbally (either Face to Face or virtually/phone)
- SLT will monitor the **behaviour on Class Charts** on a regular basis and will talk individually to any repeat offenders.

Red Negative Point:

- Unless there is a specific behaviour plan/provision, 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 parallel class/other areas deemed suitable for the duration of the day.
 - The child's teacher will 'check-in' at the start and end of each lesson to ensure they continue to build positive relationships with the child.
 - Children will spend a proportion of their lunchtime reflecting WITH their Class Teacher on their poor behaviour. This will be for up to 5 days.
 - Class Teacher to discuss the incident with the parent(s) verbally (either Face to Face or virtually/phone)

TIME-OUT ZONE – To be used during play/lunch if needed

- There are designated areas on each playground for children who may need some time of reflection **DURING** the play/lunch. Any member of staff should use these zones if there are any behaviours which are of a concern **DURING** a lunchtime/playtime.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES or OTHER ADDITIONAL NEEDS

- Whilst the expectation is that all pupils follow our 3Bs, we recognise that there may be circumstances which necessitate some pupils requiring additional support with their behaviour. This may be due to a specific identified need or disability or unusually challenging events or circumstances. In these cases, our SENDco/Lead TA and SLT will work alongside the class teacher to differentiate the system to meet their needs. Children experiencing difficulties with behaviour will be supported by all staff and some may be allocated a named mentor who can be available whilst at school. The child who experiences difficulties with their behaviour may be given time within the school day to learn coping strategies.

ONLINE SAFETY

Children who do not follow the children's online safety agreements and/or online policy may also follow the negative amber and red sanctions.

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 will be logged on class charts. 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.

EXCLUSIONS/SUSPENSIONS – 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 suspension. 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 suspension if improvement is not made.

Incidents involving knives, theft, arson, serious assault, damage to school property or persistent violent behaviour 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.

Appendix 1: Behaviour Chart

Behaviour System -Traffic Light System

Green - expected behaviour

Amber - following two warning 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

- Using negative body language to communicate (shrugging shoulders)
- NOT being honest and truthful
- NOT accepting what an adult says - answering back
- NOT following instructions
- NOT respecting school equipment

Be Kind

- Saying unkind things
- NOT allowing others to join in games
- NOT keeping hands and feet to yourself
- NOT sharing
- NOT being polite

Be the Best

- NOT making an effort with your learning
- Distracting yourself and others
- NOT making any attempt to join in
- NOT doing your home learning
- NOT returning things to their correct place

Being deliberately disrespectful

- Using negative body language in an aggressive manner - eye rolling, pulling faces, rude hand-gestures
- Deliberately disrespecting a child/staff's belief
- Answering back in an aggressive manner

Being deliberately unkind

- Using bad or inappropriate language
- Being very unkind or spiteful
- Being physically aggressive towards staff/children

Deliberately not being your best

- Preventing others from learning in a dangerous manner
- Being destructive
- 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**)

Appendix 3 – Suspension / Exclusion Letter Pro-Formers

Suspension Letter

Dear ???????,

CHILD’S NAME – date of birth ??.??.??

Today, I made the decision to suspend CHILD’S NAME. Based on this incident (and previous incidents) I have decided to suspend CHILD’S NAME for a fixed period of **?? days**.

This decision has not been taken lightly. As you know, we have tried a number of preventative strategies in an attempt to avoid suspension that have included providing CHILD’S NAME

However, this morning the following incident occurred:

- CHILD’S NAME physically assaulted members of staff by biting, hitting, punching and kicking.
- CHILD’S NAME used unacceptable language by swearing and shouting.

This is unacceptable behaviour for pupils at Swindon Village.

Please be aware that if further incidents occur of this nature, we will have no option but to extend the suspension timeframe.

Some work for CHILD’S NAME will be sent home. We expect it to be brought back into school on DATE.

Your child should return to school on **DATE** at **TIME** when a reintegration meeting with the Head Teacher will be held to assist CHILD’S NAME coming back into school and promote an improvement in his behavior. Please do not arrive before 9am.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion (specify dates) unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If this is the case, it will be for you to show reasonable justification as to why your child was in a public place.

You have the right to present your views in writing to the schools’ governing board and to do this you should contact Mr Alistair Cheadle, Clerk to the Governing Body, C/O Swindon Village Primary School.

You also have the right to see a copy of your child’s school record. To obtain a copy contact the school office.

Contacts

If you want advice about exclusions you can contact:

Strategic Lead - Education Performance & Inclusion, Gloucestershire County Council Tel: 01452 427360

You may also find it useful to contact:

- Coram Children’s Legal Centre on 0345 345 4345 or through http://www.childrenslegalcentre.com/index.php?page=education_legal_practice.
- ACE education on 0300 0115 142 on Monday to Wednesday from 10 am to 1 pm during term time and on the website: <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England) on 0808 800 4002 or through schoolexclusions@nas.org.uk.
- Independent Parental Special Education Advice <http://www.ipsea.org.uk/>

Further sources of advice can be accessed from:

- The government’s guidance to schools on exclusion <https://www.gov.uk/government/publications/school-exclusion>.
- ‘School discipline and exclusions’ and ‘Complaint about a school or childminder’: <https://www.gov.uk/school-discipline-exclusions/exclusions> and <https://www.gov.uk/complain-about-school>.

Yours sincerely

Head Teacher

Copy to: EP& I Strategic Lead
Chair of Governors

Permanent Exclusion

Dear ??????????????

Child's Name – Date of Birth

I regret to inform you of my decision to permanently exclude CHILD'S NAME with effect from Date/Month/Year. This means that CHILD'S NAME will not be allowed in this school unless CHILD'S NAME is reinstated by the governing board.

I realise that this exclusion may be upsetting to you and your family, but the decision to permanently exclude CHILD'S NAME has not been taken lightly. CHILD'S NAME has been excluded because:

- I can no longer keep my staff or other children safe if CHILD'S NAME was to return to Swindon Village Primary School and thorough checks have shown that there are no extenuating circumstances in the family home.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion (Dates) unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

For the first five school days of the exclusion we will set work for CHILD'S NAME and would ask you to ensure this work is completed and returned promptly to school for marking on or before 26th June.

From the sixth school day of the exclusion onwards (26/06/23) Gloucestershire Local Authority will provide suitable full-time education.

As this is a permanent exclusion the governing board must meet to consider it. The governing board have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed an Independent Review Panel. The latest date by which the governing board can meet is INSERT DATE (15 school days from exclusion date)

If you wish to make representations to the governing board you can do so in writing or you can attend to speak to the governors in person. You can, if you wish, be accompanied by a friend or representative. CHILD'S NAME is also welcome to attend the meeting with the governing board and can be accompanied by a friend or representative. Please advise INSERT NAME OF CHAIR OF GOVERNORS on (chair@swindonvillage.gloucs.sch.uk) as soon as possible, if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform CHAIR OF GOVERNORS if it would be helpful for you to have an interpreter present at the meeting.

You will, whether you choose to make representations or not, be notified by the clerk to the governing board of the time, date and location of the meeting.

You have a right to see your child's school record, which may help you to write or talk to the governing board about this decision.

Contacts

If you want advice about exclusions you can contact:

Education Inclusion Service, Gloucestershire County Council
Tel: 01452 427360/427800

You may also find it useful to contact:

- Coram Children’s Legal Centre on 0345 345 4345 or through http://www.childrenslegalcentre.com/index.php?page=education_legal_practice.
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- ‘School discipline and exclusions’ and ‘Complaint about a school or childminder’: <https://www.gov.uk/school-discipline-exclusions/exclusions> and <https://www.gov.uk/complain-about-school>.

Yours sincerely

Head teacher

Copy to: Chair of Governors
Social worker/ Virtual School (if appropriate)