

Positive Behaviour Policy and Statement of Behaviour Principles

Southmead Primary School and Pre-School



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This policy considers Devon's OAIP (Ordinary Available Inclusive Provision) throughout:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>.

Version 5

To be read in conjunction with the Mental Health and Wellbeing Policy.

Version History

No.	Description of changes made	Date revised
5	Updated to reflect small amendment (points 5.3 and 6)	28.1.2025
4	Annual review of policy and Pre-School section added	30.1.24
3	Annual review of policy – in school	31.1.23
2	Annual review of policy	23.11.21
1	Current policy adopted at FGB	July 2020

OAIP Links relevant to this policy:

- Leadership and Culture:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/leadership-and-culture/>
- Relational Practice:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/relationships-and-relational-learning/>
- Teaching and Learning:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/teaching-and-learning/>
- Learning Environment:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/learning-environment/>
- Assessment and Planning:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/assessment-planning/>
- Staff knowledge, skills, training and use of expertise:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/staff-knowledge-skills/>
- Attendance and belonging:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/attendance/>
- Transitions:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/transitions/>
- Working in partnership with parent carers:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/working-with-parent-carers/>
- Working in partnership with children and young people:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/working-with-cyp/>

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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 support behaviour, attitude and standards of work. Positive behaviour and consistent rewards and sanctions are essential for effective teaching and learning 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.
- ☐ all children feel safe and happy at our school.

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: RESPECT – Respect, Equality, Self-Confidence, Perseverance, Enjoyment, Curiosity, Trust.
- ☐ 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, being kind and helpful and speaking politely to everyone.
- ☐ Trying our best to reach our full potential.

- ☐ Telling the truth.
- ☐ Admitting our mistakes.
- ☐ Encouraging and supporting each other to be the best we can be.
- ☐ 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.
- ☐ Making it possible for all pupils to learn in class.
- ☐ 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
- ☐ Not upholding our school values

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
- ☐ Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- ☐ Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- ☐ Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- ☐ Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- ☐ Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- ☐ Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- ☐ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ☐ Smoking
- ☐ Racist, sexist, homophobic or discriminatory behaviour
- ☐ Abuse in intimate personal relationships between peers
- ☐ 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 help create a positive and safe environment for learning.

5.1 Parents / Carers

- ☐ Support your 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. 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 – RESPECT - and reward, highlight and promote positive behaviours.
- ☐ Implement the Positive 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 start 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 PSCH lessons (Personal, Social, Citizenship and Health Education).
- ☐ Draw up and regularly review, 'Class Agreements' and 'Good Playtime Statements'. In addition to following our Whole School Positive Behaviour Policy, Teachers will implement smaller class-specific strategies to support their teaching, praise and reward as well as sanctions.
- ☐ 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.
- ☐ Record significant behaviours on CPOMS.

5.4 The Headteacher

The Headteacher is responsible for reviewing this Positive 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. In addition to following our Whole School Positive Behaviour Policy, Teachers will implement smaller class-specific strategies to support their teaching, praise and reward as well as sanctions.

Whole School Approaches

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.

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 exemplary 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 and / or for aggressive or serious verbal incidents.

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 from the amber light.

Foundation Stage

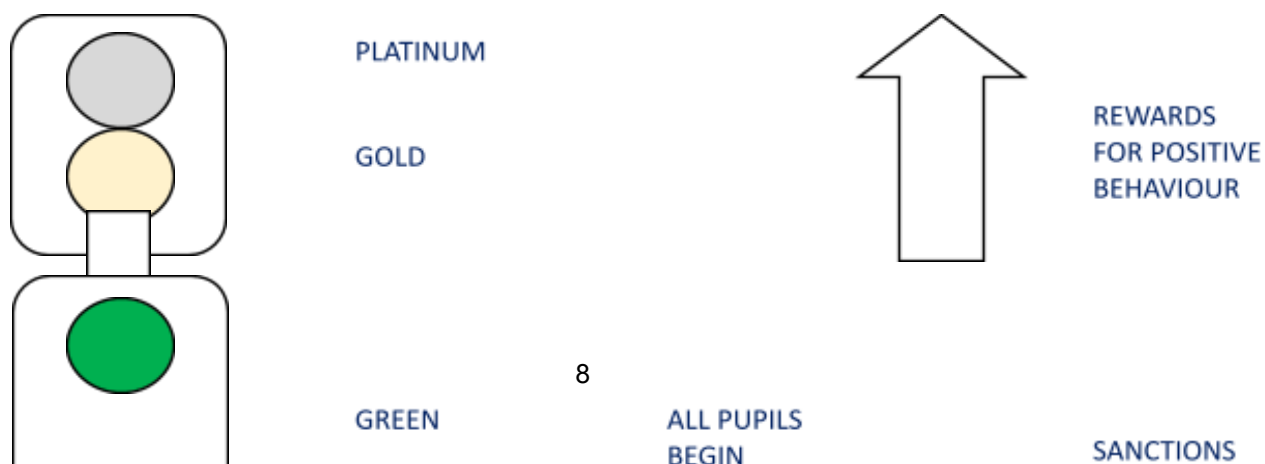
- ☐ All children start on the Green Light. Children who remain on the Green Light all week will have their achievements rewarded in different ways e.g. Star of the Week, being mentioned in Praise Assemblies etc.
- ☐ Children can be moved to the Gold Light for exemplary behaviour, (and to the platinum 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.

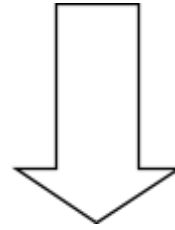
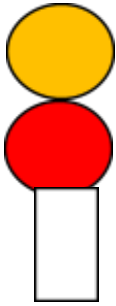
Key Stage 1

- ☐ 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.
- ☐ Verbal Warning – child's name is moved to the Amber Light after two warnings. 5 minutes of the next Break Time is missed.
- ☐ Yellow Warning – for a second warning. Child is moved away from others in class. 5 minutes of the next Break Time is missed.
- ☐ Yellow Card – for continuing yellow behaviour. 10 minutes of the next Break Time is missed.
- ☐ Red Light – Child will be sent to a member of the SLT: 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 6) 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 10 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. 15 minutes of the next Break Time are 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 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. For pupils who are repeatedly on Yellow at the end of the day, a letter will be sent home (appendix 6) to explain the Core Value that the pupil has not demonstrated or a member of the SLT will discuss this with the parent / carer at collection. 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
- ☐ Time to Shine assemblies
- ☐ Raffle ticket prize draws

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.

Celebratory Assemblies

This assembly occurs on a weekly basis: Friday for Key Stage 1 and Key Stage 2, 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.

Time to Shine Assemblies

This is held at the end of each term and children who have been on Platinum more than 10 times during the term attend with their parents / carers. These assemblies recognise and promote constant positive behaviour that exceeds expected behaviour.

Raffle Ticket Prize Draws

Children can be given a raffle ticket when they have been on Green, Gold or Platinum ALL week. Children can also receive a raffle ticket for completing their Home Learning. Each child can receive a maximum of 2 raffle tickets a week which will be entered into a weekly class draw, where 2 tickets will be chosen from each class to win a ‘small’ prize. At the end of each half-term, all raffle tickets will be entered into a KS1 and KS2 draw where one child will win a ‘big’ prize for each Key Stage. This is to recognise the achievements of all children who remain on green or above for the whole week.

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, as well as CPOMS. 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
- ☐ Moving to the Amber and Red Lights
- ☐ Moving to Amber results in the loss of the weekly raffle ticket
- ☐ Amber and Red Cards
- ☐ 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
- ☐ Discussions with a Parent / Carer
- ☐ Fixed Term Exclusions

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)
AMBER LIGHT	Name on the tracking chart. (2 points)
YELLOW CARD	5 minutes of the next break time missed. Continue to demonstrate 'Yellow' behaviour – 10 minutes missed. Pupils to report to KS1 / KS2 Assistant Headteacher or member of SLT who will discuss the pupil's behaviour with the pupil's parent / carer and will discuss with the pupil 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 3.)
RED LIGHT	Miss all of lunchtime 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. 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 3.)

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. 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 e.g. swearing, threatening or aggressive behaviour or 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. 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) and CPOMS. 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
- ☐ 'Chatty Blanket' to discuss worries and concerns.
- ☐ Board games at lunchtime.

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
- v) displaying positive behaviour and 'going above and beyond'
- vi) Golden Table where children have a luxury dining experience and a certificate

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 miss periods of lunchtime. 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 is held in the Log Cabin.

Play Leaders

These have been established to help provide activities to stimulate and involve Key Stage 2 Children during lunchtimes. They have been trained to lead games and support children to enjoy their lunchtimes through play, social engagement and fun.

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)
- ☐ Be recorded in the Bound and Numbered Book

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 4)

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 5 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 Positive 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. Pre-School Promoting Positive Behaviour

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics and specific circumstances, supports this development. This ensures children's individual needs are understood and supported.

Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENDCo / Key Person using a stepped approach which aims to resolve the issue and / or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents / carers and the principles of this procedure are adhered to.

The manager / SENDCo will:

- ☐ help staff to implement the procedure Promoting positive behaviour in their everyday practice.
- ☐ advise staff on how to address behaviour issues and how to access expert advice if needed

Rewards and sanctions

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their Key Person for up to five minutes to help them calm down. If appropriate, the Key Person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow the Safeguarding children procedures. Physical intervention to safeguard a child / children must be carried out as per the guidance in this procedure.

Step 1

- ☐ The manager, SENDCo and other relevant staff members are knowledgeable with, and apply the procedure Promoting positive behaviour.
- ☐ Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations.
- ☐ Behaviours that result in concern for the child and/or others must be discussed by the Key Person, SENDCo / manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and / or parental illness, underlying additional needs to help place the child's behaviour into context.

- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

Step 2

- If the behaviour remains a concern, then the key person and SENDCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the manager / SENDCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENDCo and Key Person must meet with the parents to plan support for the child through a graduated approach via SEND support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. The incident should be recorded on CPOMS. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated person completes a Safeguarding incident on CPOMS and contacts Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the Key Person / SENDCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged.

Step 3

If despite applying initial intervention to de-escalate situations and focused interventions to identify triggers, the child's behaviour continues to occur and / or is of significant concern, the SENDCo and Key Person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and / or other specialist services such as the Area SENDCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures must be followed immediately.

- Advice provided by external agencies is incorporated in any Action Plans and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of ‘averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary.’

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children’s behaviour.

To offer protection to children, a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child’s movement against their will. In most cases this can be applied through the use of the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use ‘reasonable force’ to protect a child from injuring themselves or others. Legally, an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their Key Person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- ☐ keeping the child’s safety and well-being paramount.
- ☐ a calm, gentle but firm approach and application of the intervention.
- ☐ never restricting the child’s ability to breathe.
- ☐ side-by-side contact with the child.
- ☐ no gap between theirs or the child’s body.
- ☐ keeping the adults back as straight as possible.
- ☐ avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting).
- ☐ only holding the child by their ‘long’ bones to avoid grasping at the child’s joints where pain and damage are most likely to occur.
- ☐ avoiding lifting the child unless necessary.
- ☐ reassuring the child and talking about what has happened.
- ☐ only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car. Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on 6.1b Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed:

- The manager provides a written request to suspend a child to their line manager; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the manager must give both verbal and written notice of time related suspension to the parent, meanwhile the manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and / or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic and targeted. Plans and intervention must be recorded in the child's file. If little or no progress is made during the suspension period, the following steps are taken.

- The manager sends a written / electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.

- After the meeting the manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The manager reviews the situation fortnightly and provides their line manager with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement as explained in 9. Childcare and early education terms and conditions.
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and / or others.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual / group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

13. Links with other policies

This Positive Behaviour Policy is linked to the following policies:

- ☐ Anti - Bullying Policy
- ☐ Whole School Safeguarding and Child Protection Policy

Appendix 1: Behaviour Log – once completed these need to be copied and stored

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 – RESPECT.
- ☐ 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 our 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.
- ☐ Making it possible for all pupils to learn in class.
- ☐ 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 all 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.



Southmead Primary School

RESPECT – Restorative Approach – Social and Emotional

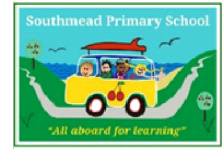
Name and Class:

Reason I am here:

How I was feeling:

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 4: 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:

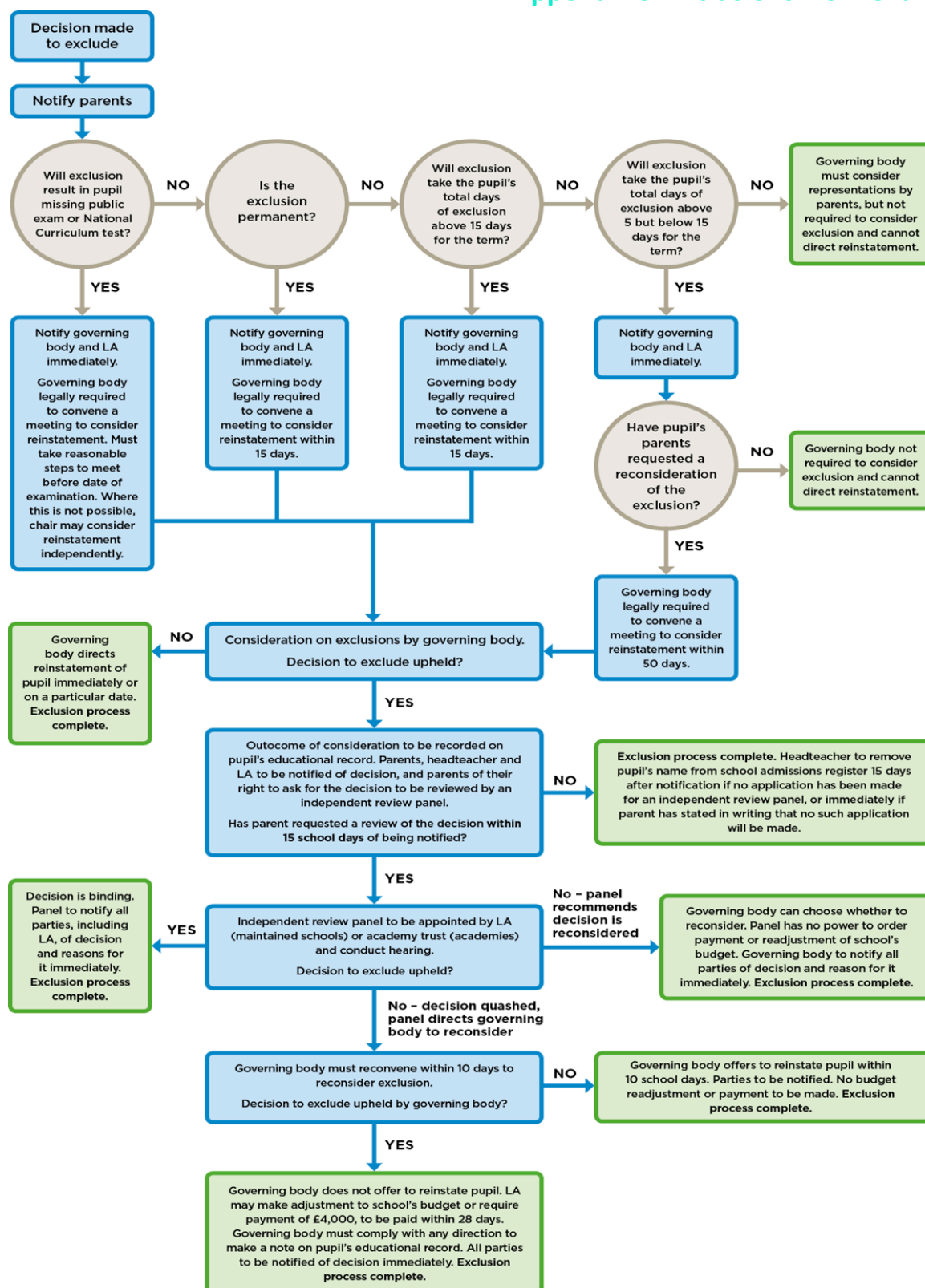
- ☐ challenging behaviour
- ☐ disobedience
- ☐ persistent violation of school rules

Inappropriate use of social media or online technology

Other

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

Appendix 5: Exclusions Flow Chart



Appendix 6: Letters to parents / carers about Pupil Behaviour – templates (these would be printed on headed paper)

First Behaviour Letter

Dear Parent / Carer,

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 / Carer,

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 with me so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third Behaviour Letter

Dear Parent / Carer,

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 and Disabilities 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: _____



Equality Impact and Needs Assessment Form

A) Description	
1. Who does the policy relate to? What is their involvement with the policy?	All pupils attending Southmead School, and their parents. Their involvement is that as part of the Southmead Community they are expected to adhere to the Policy. Staff are also involved as they will be responsible for implementing the Policy.
2. Are there any concerns at this stage which indicate the possibility of inequalities / negative impacts? For example: complaints, comments, research, outcomes of a scrutiny review. Please describe:	None. The procedure and process is very clear, for handling cases of poor or good behaviour. This process is followed and applied to all pupils.
3. Is the policy consistent with the School's equality policies? If yes, the EIA is complete	Yes