

# **SWARLAND PRIMARY SCHOOL**

## **"The Best That We Can Be"**

### **Our principles for Positive Behaviour**

The promotion of self-discipline and good behaviour are essential qualities if children are to be given the best opportunity to develop to be the best they can be and learn how to interact happily and successfully with those around them. This policy applies to children whilst on the school premises and travelling to and from school on the school bus or on school visits. It has been written following advice for Headteachers and staff from the Department of Education, Feb 2014, "Behaviour and discipline in schools," and has due regard for school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

### **At Swarland Primary School we aim to:**

- Promote good behaviour, self-discipline and respect with a view to safeguarding and promoting the welfare of children.
- Prevent bullying.
- Provide an interesting and stimulating environment where all adults and children work within a clear and consistent framework.
- Create conditions for an orderly and friendly community where there is mutual respect between all members and where effective learning can take place.
- Develop a whole school acceptance and recognition of responsibilities for their own decisions and any consequences of such decisions.
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties in order that they and their peers may learn in a safe and respectful environment.
- Ensure we have a strong system in place to support staff in managing behaviour including the use of rewards and sanctions.
- Use a proactive, positive and consistent approach to discipline.
- Promote self-esteem.
- Encourage everyone to appreciate, understand and follow a simple code of conduct for behaviour which enables all members of the school community to be equally valued for the part they play in upholding those agreed values.
- Praise good work and behaviour, those who are responsible, kind and helpful and those who are providing a clear model of the behaviour that is expected.

### **Code of Conduct**

At Swarland Primary School we operate a code of conduct system for behaviour. Around school we have displays indicating the positive behaviour that we want, and a

reminder that some behaviour is not wanted in our school. These behaviours and their consequences are described in clear, easy to understand language and are discussed and explained with the children.

### **Good behaviour**

Good behaviour. We believe that this behaviour helps us to be safe, happy and to learn. This is what we want to see in our school:

1. Listening carefully.
2. Doing as you are asked by an adult.
3. Always trying your best and helping others to do the same.
4. Being polite and kind to others.
5. Moving safely around school.
6. Treating others' property carefully.
7. Telling the truth

### **Consequences:**

- You will be able to learn and help others do the same. This will help you have a happy time at school.
- You might get a reward from your teacher.
- If you work hard and behave very well you may receive a special reward in our Shining Star assembly on Fridays.

### **Warning Behaviour -**

Warning behaviour. We believe that this behaviour is harmful to a happy and purposeful learning environment and therefore we do not want to see this in our school. This includes:

1. Interrupting or talking over an adult.
2. Running in school.
3. Saying unkind things or calling names.
4. Hurting others.
5. Stopping others from learning.
6. Not treating the property of others carefully.

### **Consequences:**

- You will be reminded that your behaviour is not acceptable.
- If you have been reminded and you don't stop, it could mean that you have a time out or miss a playtime.

### **Stop! Behaviour -**

Stop behaviour. This behaviour is unacceptable, compromises safety in our school and will have serious consequences. This includes:

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Deliberately hurting someone.
3. Swearing.
4. Bullying including cyber bullying.
5. Telling lies.
6. Stealing.
7. Breaking or deliberately damaging someone else's property.
8. Racist behaviour.
9. Inappropriate language

#### **Consequences:**

- **You will definitely need to have a time out of your classroom or playtime.**
- The Head teacher will want to talk to you.
- Your teacher or Headteacher might need to ring your parents and let them know.
- You may miss out on further privileges in school.

These sanctions will be applied by all paid staff with responsibility for pupils to ensure consistency. Each day will be a new day. School based community service or imposition of a task such as picking up litter or weeding school grounds, or tidying a classroom will not be used as a sanction as these are responsibilities shared by everyone in the community. Similarly setting written tasks of writing lines as punishments will not be used as this has a negative effect on the positive view of writing across the school.

#### **Emotional and Behavioural Needs – Pupil Support Systems**

It is recognised that some children require alternative strategies in order to encourage positive behaviour, for a multitude of possible reasons. This school recognises that a rigorous approach to behaviour is important, and that this goes hand in hand with caring for the emotional needs of all children, including those who may be some of the most vulnerable. When there is a behavioural need in school that is not being met by the current system, the following will happen:

1. The child's class teacher will meet with the Headteacher and/ or SENDCO. They will fill in a Behaviour Log. During this meeting they will discuss educational needs, social and emotional issues and key behaviours of concern.
2. From there a course of action will be decided upon. Parents will be involved and consulted. This should be appropriate to the individual and will differ from child to child. However, it could include: further monitoring by the class teacher; the formulation of an individual behaviour plan in consultation with parents; referral to an educational psychologist or other agency. The strategies in this plan will be disseminated to necessary staff including teaching staff and lunchtime supervisors whilst being mindful of confidentiality.
3. The action to be taken will be recorded. This will be reviewed on a decided date, at least termly.

4. Parents, the Headteacher and the school SENDCO will be informed of any behaviour concerns.

### **Exclusion**

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a **fixed period** will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

For any fixed term exclusion the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority of the pupil immediately of any permanent exclusion.

### **The Behaviour Log.**

This log is to be used to see if there are trends in children's behaviour. A one off incident will be dealt with in school. Incidents that show a trend of persistent behaviour will be dealt with in school and parents will be informed of their child's behaviour and given the opportunity to discuss it with staff.

### **Behaviour Management – Strategies used in Swarland Primary School.**

- The development of an ethos that has high expectations of the whole school community in terms of relationships, dress, code of conduct and usage of building.
- High expectations of care and respect for each other.
- A school code of conduct is discussed and explained to the children at the beginning of each year and referred to throughout their time at Swarland.
- Children are escorted into school by parents, hang coats and bags up and are expected to go straight into the classroom.
- Children arrive in the classroom in the morning and are expected to engage in a learning task straight away.

- Staff have developed an effective way of getting instant silence - freeze, eyes, hands up, clap etc.
- Children are expected to be quiet when some-one else is speaking - common courtesy.
- Children are escorted into assembly.
- Clear instructions are given in lessons and in free situations - expectations of children in following instructions.
- Children are lined up at the end of playtimes, conduct peer massage to ready the children for learning and are collected by staff and escorted into the classroom.
- There is consistent approach across school that praises and rewards good work and behaviour and children are spoken to for any bad behaviour, physical or mental.
- Teachers regularly congratulate children on their work ethos, contribution and effort.
- An achievement assembly takes place each week that celebrates success in and outside school.
- Every child's work is displayed at some point, children are proud of their work.
- There is a consistent approach across school and staff in non-acceptance of bad behaviour. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Pupils are spoken to on an individual basis where necessary and in groups if it has been a group action.
- There is a clear set of stages that say what to do in the case of persistent bad behaviour.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sent to the Headteacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the children.
- A series of incidents involving more than one pupil becomes the focus for discussion in assembly, pastoral sessions or PHSE.
- Early discussion with parents to re-establish code of conduct expectations in school.
- Good lunchtime behaviour and manners are rewarded with a place on the Top Table. This behaviour is rewarded by the lunchtime supervisors who select individuals who have shown role model behaviour at lunchtimes.
- Children to and from school on transitions will be given a rigorous and effective transition plan which includes behaviour expectations.

### **Staff development and support**

All staff have a shared responsibility in promoting good behaviour across the school and consistently using the behaviour policy. New staff will be introduced to the policy as part of their induction process. The leadership team will ensure all staff have support in promoting positive behaviour throughout the school. Professional development opportunities for staff who require or request support with behaviour management will be offered.

### **Parents**

It is vital that school and home, work as a partnership. As already mentioned, if inappropriate behaviour persists, parents will be invited to the school to discuss how the problem can be solved.

### **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as punishment, so long as it is reasonable in the circumstances. Any confiscated or retained item will be securely stored in the school office until it can be returned safely to the appropriate person.

Staff do have the power to search without consent for prohibited items including any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

### **Power To Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. At least one member of staff has positive handling training.

### **Confidentiality**

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

### **Implementation**

This positive discipline policy is promoted and the values implicit in it will be taught through the PSHE programmes of study and through other relevant curriculum areas.

A copy of this policy is provided for staff, the Governing Body and available to parents on the school website or by request.

### **Equal Opportunities**

This policy applies to all pupils regardless of gender, sexuality, race, creed and ability.

### **Evaluation and monitoring**

Staff have a weekly information sharing session to discuss and behavioural issues or trends that need addressing.

This policy is reviewed annually to ensure its effectiveness and relevance and published on our school website. Monitoring of the effectiveness of the positive discipline

scheme takes place during lesson observations, learning walks and engagement of children in lessons, visitors comments, Governor monitoring visits, questionnaire responses, etc.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Louise Fletcher	17.1.14	1.0	Pending staff consultation
	27.1.14	1.1	Pending Governor consultation
Changed by	Revision Date		
School	23.10.15	2.0	Draft adapted version for consultation with staff and Governors after revision using Feb 2014 guidance from 2014. Additional inclusion of confiscating items and use of additional force.
	24.2.16	3.0	Final version for publication
	14.12.16	3.1	Pending Governor consultation
	23.1.17	3.1	Governors agreed for publication
	9.1.19	3.1	Reviewed pending Governor consultation
	11.2.19	3.2	Agreed by Governors with amendments.