

# Behaviour Policy

*'The quality of learning, teaching and behaviour in schools are inseparable issues.'*

Steer Report 2010



## Rationale

At Swansfield Park Primary School we will help children to develop respect and responsibility for themselves, others, property and the environment. This will be evident by children demonstrating an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As children mature they should also demonstrate an awareness of, and consideration towards, the needs and feelings of others and exercise increasing levels of self-discipline.

We expect the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them, we recognise the crucial role of parents working in partnership with us.

Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all;
- develop self-esteem and self-discipline;
- promote understanding of and respect for others and a regard for their safety and well-being;
- provide a consistent approach by all adults working in school;
- promote the children's respect of their own and other people's property and the environment;
- foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion;

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- promote children's spiritual, moral, social and cultural development throughout their school life;
- help children develop a clear and acceptable view of what is right and wrong;
- promote firm action against all forms of bullying;
- promote firm action against all forms of racism;
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way;
- actively teach positive behaviour.

## Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

## Adults in school

All staff will:

- reinforce positive values throughout the curriculum, through Personal, Social and Health Education, Citizenship, Collective Worship and Assemblies.
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- give children increasing opportunities for responsibility within class and school.
- encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
- recognise and praise good behaviour.



- set high expectations of behaviour which are explained to the children. (see appendix 1 for the Golden Rules)
- present a consistent approach which makes expectations clear.
- listen to the children; encourage them to reflect upon their actions and possible alternatives.
- provide children with positive role models.
- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

## Working with parents and carers

- Positive home / school liaison and good community links will be promoted.
- Parents will be informed of good as well as inappropriate behaviour.
- Parents will be involved at an early stage of particular difficulties with individual pupils.
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents through the home/school agreement which will be shared with parents each September.

## Managing serious behaviour

- Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti- bullying policy)
- Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.



- Where a child's behaviour at school indicates serious problems, support services (e.g. LIST, CYPS etc) will be contacted and liaison between all parties will be maintained through an EHA. Individualised behaviour plans are implemented and monitored regularly.
- A Team Teach approach has been adopted within this school and emphasises positive behaviour management and early intervention to de-escalate challenging behaviour. All our staff have been fully trained. If physical intervention is needed a full record of the incident will be completed and parents informed.

## Rewards and Sanctions

In order to encourage positive behaviour we use the following rewards and sanctions

### Rewards

We aim to promote positive attitudes to learning and behaviour by operating a system of praise and rewards.

In line with the assertive mentoring programme we award castle points (smiley faces) which reward children for academic and behavioural achievements.

The following rewards will be given out:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Being put onto to the gold traffic light
- Smiley faces
- Barnaby Bear playtime tokens
- Sharing good behaviour with paired teacher and class
- Letters of praise sent home by class teacher
- Sharing good behaviour with Head teacher
- Letter of praise sent home by Head teacher
- Head teacher's pencils
- Achievement certificates
- Star of the Week
- Gold Certificates



## Sanctions

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below.

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned. These sanctions use our traffic light system. (see appendix 2)
- Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions.
- Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free/golden time, moving to sit alone, time in a paired class, letter of apology or loss of responsibility.
- Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.
- Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged via SIMS.





## Review of the Policy

In developing this policy all staff have been consulted and all staff should be fully aware of its contents and the procedures (refer to the staff handbook).

It will be reviewed annually in the Spring term.

This policy has been formally adopted by the governing body.

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
Initially adopted	September 2014	Adapted into Swansfield Park First School
Review	14 October 2015	
This Review	27 May 2016	Adapted into Swansfield Park Primary School

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		15 January 2018
Approved by	Bill Grisdale	Governor		15 January 2018

<b>DATE OF NEXT REVIEW</b>	Spring 2020
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## Golden Rules

Swansfield Park Primary School is a happy place.

Please help us to keep it this way by following our golden rules

**Be kind, gentle and helpful**

**Listen carefully**

**Be honest**

**Work hard**

**Look after property and each other**



## Traffic Light System

All children begin the session/day on green

If a child displays very positive behaviour they will be moved to gold

If a child displays inappropriate behaviour a verbal warning is given and reminded of expected behaviour

If behaviour persists the child's name will be moved to amber

If a child rectifies behaviour then he or she can move back to green

If behaviour continues to persist the child's name will be moved to red and the parents will be informed at the end of the day

If a child is put on the red light 3 times in a week they will be sent to the Head teacher and this will be logged on SIMS

