



Behaviour Policy

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| Lead reviewer: | Greg McGill |
| Approval by: | Andrew Güntert (Chair of Governors) |

This policy complies with section 89 of the Education and Inspections Act 2006

Aims of the Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.

Children's Responsibilities Are:

- To show their values both inside and outside of the classroom.
- Work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting curriculum.
- To create a safe environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To always be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

The Parents' Responsibilities Are:

- To make children aware of our value of the month and appropriate ways to show this.
- To make the children aware of the appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

To support this we have a '**Swallowfield Family Agreement**' that ensures that our families know what they can expect from us and are clear about how they can support and work with us.

Philosophy

At Swallowfield Primary our aim is to provide a safe and secure place where all parties feel valued for their individual and particular contribution (i.e, staff, pupils and parents). We believe that children should live their 'values'. They should know, understand and agree with the school rules. They should know the positive consequence of meeting expectations and the negative consequences of failing to meet them. **In order to achieve this, we follow the 1, 2, 3 Magic approach which will be explained below under 'Sanctions'. This approach of Magic 1,2,3 will be used across the whole primary school.**

Guidelines

At Swallowfield the children are encouraged to respect and value each other regardless of race, religion, gender or disability. Bullying or racial harassment will not be tolerated. (See Bullying Policy and Racism Policy).

All children are expected to show our values in all situations. They should use appropriate language in all situations, to be polite, courteous, and respectful to each other and to all people that work in or visit our school.

Children should always be encouraged, and given the opportunity to talk about anything that may be worrying them, or that has caused their behaviour to alter.

Rewards

Praise can be given in many ways and might include some of the following:

Verbal praise (congratulating those who are behaving well usually has a dramatic effect on those who are not);

A written comment or sticker (such as a smiley face);

A visit to another member of staff;

A ping home to parents with a reason as to why.

It is important to establish the pupils' preferred way of being praised. Some children prefer a quiet word. Others can be comfortable with public accolade in assembly.

Stickers/Stamps

Stickers and stamps are used by the Headteacher and by class teachers for good work and effort.

Teacher's Award

Each week the teacher will select children to receive a teacher's award. This is awarded in celebration assembly. The children can receive an award for anything that they do or say in school, which is particularly noteworthy. Children will know the week before if they are to receive an award and they will take home an invitation to their parents so those parents may share the occasion of the presentation with them, provided that the child is comfortable with this.

Enrichment

In KS1 time is given every Friday afternoon for 'Enrichment' activities. These activities complement and enhance the curriculum taught. During appropriate times of the year children in KS2 also enjoy 'Enrichment' time.

Class Certificates

Whole class certificates may be given by the teacher taking assembly, or by any other staff member for whole class achievement. This has been very effective in motivating the class as a 'team'.

Values Awards

These are given out weekly to children who display 'Values behaviour' in class and around school. All adults' praise and reward children displaying our Values. Each month one child in all Key Stages is selected for showing a range of their values. The presented trophy resides in their classroom for the month.

Lunchtime

At lunchtime all mid-day supervisors have 'Values Certificates' to give according to helpfulness, politeness, eating a meal etc. Courtesy is recognised at lunchtimes with a reward of being invited to sit at the 'Values Table' on a Friday.

Values Community Wow Awards

Parents are invited to nominate a child to receive a 'Values Community Wow Award' in assembly. This may be due to a positive action that a child has performed in and around the community. The award books are placed in the school office for parents to read and enjoy.

Head Teacher's Award

Very occasionally a child will do something, which is **exceptionally** noteworthy. On this occasion a Head Teacher's Award may be given at an assembly. This could be for effort or

achievement in any area at home or at school but is at the Head Teacher's discretion. Awards will be given in assembly with the agreement of the child.

Certificates – Tables and Merits

Certificates are given for recall of times tables and number of merits received;

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| 2, 5 and 10 times tables | = | Bronze Certificate |
| 3, 4 and 6 times tables | = | Silver Certificate |
| 7, 8 and 9 times tables | = | Gold Certificate |
| All tables to 12 | = | Platinum Certificate |

Sanctions

Pupils will quickly learn from experience in relation to individual children that fair and consistently applied sanctions are the result of poor behaviour. However, whilst it is important that rules are consistently applied by **all** staff it is equally important that there is flexibility in the use of punishment to take account of individual circumstances.

The school will, in the case of a one-off incident deal with the concern by way of a reprimand from the teacher. De-escalation of less serious cases is much more likely to succeed in modifying unwarranted behaviour. Often a calm word to let children know that we are aware of what they are doing is enough to forestall a more serious incident.

123 Magic

We follow a 123 Magic approach that includes a 'time out' for children not complying with the classroom rules.

Magic 123 helps children grow up to be self-disciplined adults who are competent, happy and are able to get along with others. It helps produce emotionally intelligent people who can manage their own feelings as well as understand and respond to the feelings of others.

The principle behind 123 Magic is managing difficult behaviour, promoting positive behaviour and strengthening relationships.

It is important to direct the displeasure at the behaviour not the child personally.

Day to day usage- 'That's 1', 'that's 2', 'that's 3' – if an adult gets to 3 then the child will have time out, with a timer and they should be given a brief explanation as to why they are having this time out. This is set by a timer and then the child returns to class/playground where there is no further discussion.

By keeping the explanation brief the child is completely clear as to what behaviour is unacceptable and why there is a consequence. Hopefully after a short period of using this strategy the adult will only have to say 'that's 1' or maybe 'that's 2' and the unwanted behaviour will stop. All children will know the expectation so if they hear 'that's 1' they understand the implication and consequence.

Different year groups will have different length timers – the younger the child the less time.

Minor/Low level negative behaviour issues- Sanction in class

If a child is not following the rules then an adult will say 'that's 1' to them, they will probably know why but if it's a young child the adult will briefly tell them the expectation, if they carry on then 'that's 2', and then 'that's 3' if they still carry on – if an adult gets to 3 then the child must have time out, with a timer. It's important that the children are told why but in the briefest way.

Adults will have a timer in class and an area that the pupils go to.

Moderate or repeated low level behaviour issues-sanction outside the Headteacher's office

The school will still follow the 1-2-3 format but on 3 the pupil is asked to go to the Headteacher's office to use the timer, reminding them of their time when they go. Younger children will need to be taken.

Severe/serious behaviour issues – such as hurting another child-sanction outside the Headteacher's office

Automatic that's 3 and straight to time out, outside the Headteacher's office. The adult will give a brief explanation as to why they are being sent and it may be necessary to take them and explain to the Headteacher (Mrs. Brewer) if the child can't themselves. After the time out a discussion will take place and the incident dealt with by a member of the Senior Leadership Team (SLT) or whoever gave the consequence *but should only be done once*. The class teacher or anyone involved with the child can acknowledge what has happened if they haven't been involved in the incident but it should not be discussed all over again.

Managing the Classroom Outburst

When a pupil is having an uncontrollable outburst any attempts to reason with them are unlikely to be successful.

Your first strategy is to **separate** the child from the target(s) of his/her aggression, either by removing the child or the target(s). Do this calmly and methodically without an air of panic or anxiety. Keep talking quietly to all parties, trying not to further inflame the child's aggression, explaining that these steps are necessary.

If it is a **verbal incident** ignore anything he/she says of an aggressive nature and resist the temptation to comment.

When the child is separated then you, or another adult, should stay with him/her until they calm down. Keep talking quietly to them and do not become angry yourself.

When the child is calmer help them to prepare themselves up for a return to the previous situation. On their return, again make no fuss or comment beyond what is absolutely necessary. Go on as though the event was of no real consequence. Avoid indirect reminders such as 'Why couldn't you behave like that yesterday?'

If the child only engages in aggressive acts when unsupervised, this suggests that they can control their behaviour to a degree and only act aggressively when they know a supervising adult is around who will ultimately keep the 'boundaries' that they are testing.

Always record any incidence carefully noting events leading to the incident.

Incident Record

A record of significant incidents of poor behaviour and the action taken is now kept by the Head. After school detention is not an option in this school. However, loss of lunchtime or playtime may be given for lack of classroom work, incomplete work, or poor behaviour.

Teachers should always try and break the cycle of misbehaviour. Sometimes this may mean seeking assistance from a colleague or a senior member of staff. 'Time out' is an effective strategy for avoiding confrontation, and allowing time to reflect on behaviour. If the log shows that there is a pattern emerging then every effort should be made to break the cycle for the child so that s/he is helped in positively changing his/her behaviour. Early intervention in breaking the cycle of bad behaviour is crucial.

Racist Incidents

Following the recommendation in the Macpherson report **all** racist incidents will be recorded. Not all however, will be investigated and reported to parents. For detailed guidance on how the school deals with racism please refer to the policy on racism.

Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

Behaviour Logs

A robust system is in place for logging any incidents or concerns relating to a child's behaviour. This enables us to keep a trail and address persistent issues on G2 Integris.

Parental Involvement

Once a teacher has an evidence base, they will involve the Headteacher and parents in a meeting to outline school's concerns and how parents can help their child meet the behaviour targets set by the school. Where a pupil's behaviour continues to cause concern then the school may suggest that advice from agencies outside school should be sought e.g., an educational psychologist.

Teachers will aim to establish a good rapport with the parents by giving as much positive feedback as possible. They will try and establish a quick chat at the school gate several times a week as well as scheduling the formal feedback meetings. Direct contact can often correct misunderstandings and children realise that parents and teachers talk to each other.

Special Educational Needs (SEND)

A pupil has a special education need if s/he has a medical, learning, emotional or behaviour difficulty which calls for special educational provision. Special educational provision refers to provision, which is additional to, or different from the provision made for others of the same age in the school.

The consistent review and implementation of this behaviour policy should meet the needs of the majority of children. For those whose needs cannot be met then we must provide additional support through the SEND Code of Practice.

The most sensitive and effective support for pupils with emotional or behavioural difficulties come about as a result of early intervention and targeted provision. In order to meet the SEN of pupils and

enhance the school provision we have established strategies to monitor behaviour and to analyse patterns in behaviour problems within school for individuals. Sometimes, this may mean addressing the training requirements for the whole school or individual members of staff. It is particularly important for new members of staff.

The consistent use of effective behaviour monitoring, recording and referral system can help promote school effectiveness and meet individual needs by:

- Developing effective strategies for managing behaviour – pupils and staff
- Identifying and assessing emerging pupil, staff and whole school needs
- Monitoring and evaluating pupils/schools progress towards targets
- Enabling the review and evaluation of whole school policy provision and practice for addressing behavioural concerns.

If a child is on the SEN register for emotional or behavioural difficulties s/he will have either an Individual Education Plan (IEP) or a Personal Support Plan (PSP). This latter document is a tool for providing support and intervention for emotional or behaviour problems.

Reasonable Force to Control or Restrain Pupils

Physical punishment of children is viewed as a gross misconduct. No matter how provoked a member of staff may be on rare occasions, they are the professional adult and will be expected to act as such. In all other circumstances please follow the most up to date guidance on restraint procedures. If anyone is involved in restraining a pupil they will always inform the Headteacher and Senior Leadership Team of any incident and make detailed notes of the occurrence and the events leading up to and following an incident.

Following an incident requiring restraint, help will be sought from a first aider to establish that the pupil is unharmed. Staff will, together with the Headteacher, go over the events leading up to the incident and evaluate these. Following such incidents children may need some sensitive handling before they fully integrate into the life of school so that we do not set the pupil up to fail. If a teacher needs to modify the class routine for such a child they will not make it appear to be a punishment or sanction.

Both the Headteacher and Deputy Headteacher have undertaken TeamTeach Training in October 2019 at The Academy of Houghton Regis.

Exclusion

As a last resort, and only if the behaviour is deemed to be harmful to themselves or others or if the behaviour is seriously affecting the entitlement of other children's right to an education will exclusion become an option. **All racist incidents are treated very seriously and recorded and may result in an exclusion.**

Exclusions can be fixed term or permanent. Swallowfield Primary follows the policy for the exclusion of pupils as laid down by Central Bedfordshire Council. Behaviour policies must be supported by recognising, diagnosing and meeting the needs of all pupils. Pupils who fail to conform despite the consistent implementation of the school's Behaviour Policy require SEN provision.

Following an exclusion of 5 days or more the governors should convene an appeals panel meeting. At this meeting governors have several options:

- To overturn the decision and have the exclusion removed from the pupil's record
- To uphold the heads decision to exclude
- To uphold and extend the period of exclusion up to a maximum of 45 days in any one academic year

- To permanently exclude.

Daily procedures to reduce the possibility of behaviour problems

The most likely and common time for behaviour problems is going to be when children are not engaged in work. We therefore thought it appropriate to detail guidance about procedures during this time to eliminate confusion and promote consistency across the school.

Entry/Exit at the Start/End of the Day

A successful start to the day sets the tone for the rest of the day. We aim to start promptly with registration at 9am. Any arrival after this time is late.

Morning procedures

Children enter school unaccompanied by their specific entrances around the school.

Find their peg and hang up their coats.

On entering the classroom all children should take a book from those available in their library area and read quietly until registration unless there is other work provided.

Younger classes usually assemble for registration on the carpet. Older children remain seated.

Playtimes

Morning and afternoon playtime will last for 15 minutes. One bell will be rung for pupils to stand still and then a further bell will indicate that pupils should **walk** to the designated area for their class. All classes will line up one behind the other with the teacher at the front and in silence. They will be led back into school by the teacher.

End of Day Procedures

Children will collect coats when directed by the teacher.

Floor and desks will be tidied. Chairs will be put up for easy cleaning.

Children will be walked out to meet their parents by their class teacher.

On occasions a parent/carer will telephone and advise of a late arrival to collect a child. Children can return to their classroom with their teacher but should not be left alone in the room. Then the child should be brought to the reception area and handed over to another adult. If no message of explanation as to the whereabouts of the parents is received and children are still left at the end of the day then the following protocol has been agreed by/between agencies.

Protocol for Children Left at the end of the School Day

On occasions we are presented with the difficulty of having to make arrangements for children who are not collected by parents at the end of the school day. A protocol between agencies has been agreed which schools should find helpful. If a child is left at the end of the school day:

- Between 15-30 minutes, school staff should try to establish contact with parents by phone or contact the listed emergency number. Other possible contacts should be tried. A home visit could be made if this is felt reasonable.
- Advice should be sought from social services if the child is on the child protection register or it is believed that the family is known to the department.
- Advice may be sought from the education welfare service
- The local Police station should be contacted stating the child has been abandoned, if the child had not been collected from school after a period of **one hour**.
- We inform parents about this protocol through our newsletters.

Normal Lunchtime (Outside)

Supervision arrangements are in accordance with the recommended guidelines. There is one senior midday supervisor and other midday supervisors. Teachers do not do lunchtime supervision unless in the case of an emergency but there are always senior members of teaching staff on the premises. It is hoped that the vast majority of incidents arising at lunchtime can be dealt with by the lunchtime staff but for more serious issues a member of the Senior Leadership Team will always be on call.

Children eat lunch on a rota basis class by class. Each year group has a turn at 'first sittings'. Children should not return to their classroom unsupervised.

The outside toilets and drinking fountains are to be used to avoid children having to wander around school unsupervised.

In the event of an emergency at lunchtime children exit by the nearest fire door and assemble at the normal fire assembly point. The senior midday supervisor and an SLT member will 'sweep' the building and the office will take out registers and oversee the headcount.

Wet Playtime/Lunchtime

This is a crucial time in terms of behaviour management. Poor behaviour can occur if children have not had the opportunity to run outside for even a short period of time.

Children will be in their own classroom during an indoor play except for visits to the toilet, or hall for the lunch. Children are encouraged to eat a piece of fruit or vegetable for break in their classroom.

All classes should devise their own do's and don'ts for their room, which includes advice on which toys, games, comics etc. are to be used during indoor play, and where they can be found. This helps the lunchtime staff and any supply staff. Staff should display this list of do's and don'ts prominently for supply staff, and lunch time staff.

All classes will, when possible, have a lunchtime supervisor. This supervisor should be appraised of the classroom do's and don'ts. They may use the class Clevertouch board during indoor lunchtimes if they wish. Teachers should approve the content of a programme or film before the children view this.

Illness or Accident

We have a large number of staff at Swallowfield with a first aid qualification. The Lead First Aider is on site between 8.30am and 3.30pm and a rota exists for all incidents during the day. If a child feels ill during lesson times then send them with another pupil or adult to the school office.

All bumps to the head must be reported using the head bump slip in the medical room.

As a rule of thumb – staff will always seek a second opinion on an injury or illness, and always err on the side of caution.

With the decision of an SLT member, a call to the parents or carers giving all relevant information will be made and let them decide on the next step.

Accidents or near misses must always be recorded in the accident book in the school office. At break time and the start of an ordinary lunchtime (not indoor); it is the teaching staff that are responsible for overseeing the children's safe dispatch to the playground or to the midday supervisor.