



Behaviour Policy

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At Swallowfield Primary, our behaviour policy is designed to provide a clear strategy so that staff, pupils and parents can work together with the common purpose of helping everyone to thrive. It aims to promote a nurturing environment in which everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate and respectful way towards one another. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships built on mutual trust. The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage positive behaviour, rather than merely deter anti-social behaviour. Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone can become positive, responsible and increasingly independent members of the school community.

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 provide boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline that our behaviour policy does not just refer to punishments or sanctions. Instead pupils are taught to understand that there is always a consequence to their actions.

Children's Responsibilities Are:

- To show their values both inside and outside of the classroom.
- To 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 share our value of the month and appropriate ways to show this.
- To educate the children in terms of 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 endeavour to manage behaviour through building a school culture of mutual respect. We focus on recognising and highlighting positive behaviour choices in our classrooms and around the school. 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 from our Early Years up until the end of Year 3 where an adapted approach is used.

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;
- Star of the Day
- Rewards Certificates presented during assembly
- Class or individual 'Dojo Points';
- House Point tokens that children can physically deposit in their house system box.

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 class teachers, Learning Support Assistants and the Senior Leadership Team 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.

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 'access to house point tokens 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 'Golden Table' on a Friday. This is initiated by the Anti Bullying Ambassadors across the school.

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

When a child does 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

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

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
13, 14 and 15 times tables	=	Super Gold

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.

Moderate or repeated low level behaviour issues-sanction -report to a member of the SLT

The school will still follow the 1-2-3 format but on 3 the pupil is asked to report to a member of the senior Leadership Team to use the timer, reminding them of their time when they go. Younger children will need to be taken.

Serious behaviour issues – such as hurting another child-sanction-reporting to the Headteacher's office

Automatic that's 3 and straight to 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 adult if the child can't themselves. 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. Serious behaviour issues are always recorded on our online reporting system, CPOMS and parents are informed.

If the behaviour continues then the child and parent may have to agree a 'Behaviour Plan'.

At Swallowfield Primary every incident is assessed on an individual basis and managed accordingly, as we recognise all children's needs are different.

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). If appropriate the member of staff may use Team Teach Strategies if they have been trained. 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.

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.

Serious behaviour issues are always recorded on our online reporting system, CPOMS and parents are informed.

Safe Handling

Team Teach is an approach to resolve challenging behaviour by employing de-escalation techniques to ensure safe outcomes. In some circumstances, Team Teach trained staff may need to use reasonable force to intervene to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

All 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

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, the Deputy Headteacher and 11 other members of staff have undertaken Team Teach Training in September 2023 at Swallowfield Primary.

Incident Record

A record of significant incidents of poor behaviour and the action taken is kept now recorded on our online reporting tool, CPOMS. 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 CPOMS.

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.

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.

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.

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.

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.

Wet Playtime/Lunchtime

Children will be in their own classroom during an indoor play except for visits to the toilet, or hall for the lunch.

All classes should devise their own guidelines 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.

The supervisor should be appraised of the classroom guidelines. 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.