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Policy for Behaviour

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Name of Responsible Committee: Local Governing Body

Trade Union Representative Approval:

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Governor Approval Date:

Target Audience: All key stake holders

Related Documents:

References:

FOREWORD

The Swanland Primary School Policy for behaviour should be viewed in light of the Whole School Policy for Equal Opportunities.

INTRODUCTION

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed up by senior staff and the head teacher.

(Behaviour and discipline in schools– Advice for head teachers and school staff– February 2014)

The school stands against all forms of disruptive, antisocial or aggressive behaviour, whether exhibited in the classroom, the playground or indeed within the wider community out of school hours.

The governors and staff believe it is the right of every child to have equality of access to a broad, balanced, relevant, well-matched and coherent curriculum.

For this philosophy to hold true, the environment in which the children are ensured the progression and continuity to which they are entitled, must be as secure and supportive as the parents and staff can possibly provide.

As adults, it is our responsibility to 'make a difference'.

THE SCHOOL'S POLICY ON BEHAVIOUR

The school has a very comprehensive policy on behaviour.

Its purpose in conjunction with the School Charter is to provide the staff and children with a consistent whole school approach and give guidance to parents.

It includes, amongst other things, the way in which:

- Children and staff address one another, (this includes lunchtime supervisors, support staff and clerical officers);
- Pupils move around the school;
- Pupils consider the feelings and belongings of others;
- The policy also makes clear how pupils might expect to be reprimanded should they fail to keep their promise as laid down in the Charter.

STAFF RESPONSIBILITIES

- To role model good behaviour and positive relationships
- To create positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

CLASS CHARTER

Each class will have its own class charter which the class create and agree on together. This Charter will be inline with the School Charter, Ethos and Vision Statement.

PLAYGROUND RULES

The pupil council agree to a set of playground rules and sanctions for breaking these rules. These are regularly shared and reviewed at school council meeting and in class.

HOME SCHOOL AGREEMENT

Parents agree to a home school agreement on the way in which pupils should conduct their selves at school.

REWARDS

Good behaviour is essential in any community and at Swanland we have high expectations for this. Children recognise and understand the Swanland School charter and this is referred to often in class and assemblies.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children:

- Teachers may have their own class rewards such as table points, marbles in a jar. e.t.c.
- Stamps and Stickers
- Showing another teacher good work
- Praise and Awards Certificates
- Special privileges

- Kindness and Consideration trophy/ Winnie the Wiz (nominated by pupils)
- Extra break times

DISCIPLINE

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise (with responsibility for pupils, such as teaching assistants.

(Behaviour and discipline in schools- Advice for head teachers and school staff- February 2014)

Staff may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school- organised or school related activity
- Travelling to or from school,
- Wearing school uniform,
- In some other way identifiable as a pupil at the school,
- For misbehaviour at any time, whether or not the conditions above could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

SANCTIONS

When pupils misbehave the following steps may be taken

1. A reminder given on what is expected. The School or Class Charter should be referred to.
2. Miss part of break and/ or lunchtime. Pupils must be supervised by an adult during this time.
3. For recurring misbehaviour or major incidents such as swearing or fighting, parents will be informed and may be asked to come in to meet regarding the pupils behaviour.
4. Pupils may be asked to write a letter of apology.
5. For recurring misbehaviour such as swearing or fighting, pupils may miss all of break and/or lunchtime at the discretion of the class teacher or member of Senior Staff.
6. Removal to a partner class or internal exclusion (see below) for a set amount of time with work to complete. The class teacher will inform parents if necessary or if the pupil is being removed from class regularly.
7. Pupils may lose privileges such as going on school trips, being in school productions or members of a school club. e.t.c.
8. Pupils may be asked to do jobs appropriate to the poor behaviour e.g. removing graffiti.
9. Pupils may be asked to pay for items where malicious damage was done either to the school property or another pupil's property.

10. If disruptive behaviour continues or aggressive behaviour that may harm themselves or others occurs, the child will be sent to a member of the senior staff. Parents will be informed with a letter or phone call which specifies what has happened.
 11. Depending on the nature of the disruptive behaviour, pupils may be excluded from the school premises at lunchtimes.
 12. If profoundly disruptive behaviour does not stop, pupils will be excluded for a minor fixed period (one or two days.)
 13. If disruptive behaviour persists the pupil will be recommended for exclusion for a major fixed period (up to 5 days) or an indefinite period.
 14. If the pupil will not end such behaviour, they will be recommended for a permanent exclusion
- *Steps 11, 12, 13, 14 will only be undertaken in consultation with the Chairman of Governors and the pupil's parents.

PUPILS NEEDS

Staff will consider whether persistent poor behaviour or changes in behaviour, gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff will follow the school's Safeguarding Policy where this may be the case. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

BEHAVIOUR PLANS

Where persistent poor behaviour occurs staff and parents will meet with the teacher, and where necessary a member of the Senior Leadership team or SENCO, to discuss a behaviour plan for the child. This may include specific rewards and sanctions that are relevant to that child's behaviour and needs and which may differ to the general class and school rewards systems.

ISOLATION/INTERNAL EXCLUSION

Disruptive pupils can be placed in isolation (also termed an internal exclusion) away from other pupils for a limited period to an appropriate room within the school. Isolation should only be used when it is in the best interests of the child and other pupils and a member of staff should remain present at all times. Isolation will be used until it is deemed safe for the child to return to the classroom situation or the pupil can be taken home by a parent or carer.

CONFISCATION

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the

circumstances, The law protects them from the liability for damage to, or loss of , any confiscated items provided the have acted lawfully. The teacher may allow the child to have their items back after a set amount of time e.g. at the end of break, end of the day/week, or the may ask the child's parent to come in to school to pick up the item.

USING REASONABLE FORCE

Member 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. A number of staff within the school have received positive handling training which enables them to handle children in more challenging circumstances. There is a policy for physical intervention.

The head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for dangerous or prohibited items or articles that have been or could be used to commit an offence or cause harm.

1. Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Head Teacher or appropriate senior manager, and parents informed on the same day.
2. Only adults designated by the Head Teacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

PUPILS MISBEHAVING OUTSIDE OF SCHOOL PREMISES

Staff may discipline pupils for incidents outside of the school premises when the pupil is:

- Taking part in any school-organised or school related activity.
- Travelling to or from school
- Wearing school uniform
- Is identifiable as a pupils at school
- Where the behaviour could have repercussions for the orderly running of the school.
- The behaviour poses a threat to another pupil or member of the public.
- The behaviour could adversely affect the reputation of the school.

The staff member can only discipline the pupil on school premises or whether pupil is under the lawful control of the staff member e.g. a school trip.

BULLYING

(See Anti – Bullying Policy)

Any incidents of bullying will be dealt in the first instance by the class teacher. If deemed necessary, this will be referred to the head teacher. All incidents will be recorded and

filed in the Bullying Log in the head teacher's office. Where possible a restorative system for dealing with the bullying behaviour will be used.

RACIST INCIDENTS

Any racist incidents will be referred to the head teacher or deputy head teacher and will be dealt with in accordance with the sanctions above. Parents of both the miscreant and any victims will be informed and the incident will be recorded in the schools records of racist incidents.

SHARING THE BEHAVIOUR POLICY WITH STAFF AND PARENTS

The headteacher will publicise the school behaviour policy on the school website and as part of an induction process for new staff.

Date for review: March 2019