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Policy for Behaviour

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INTRODUCTION

Value, Nurture and Fulfilment through Support, Harmony and Praise

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)

Equality Act 2010

At Swanland Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Swanland 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.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative practice aims to build our Swanland community and to repair and strengthen relationships within our community.

Our school embraces Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.

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 possible 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);
- Children move around the school;
- Children consider the feelings and belongings of others;

Children 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
- To foster a restorative approach to behaviour management

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 school 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 children 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.

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/ Buddy the Bear (nominated by children)
- Extra break times

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.

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)

SANCTIONS

When children 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. A restorative discussion about what led to the event and what should have happened.
–Where more than one party is involved, e.g. in the event of a conflict between two children, both parties should be involved in the discussion with a resolution agreed upon.
3. Children may be asked to write a letter of apology or to apologise in person as part of the restorative process.

4. Children may miss part of break and/ or lunchtime. Children must be supervised by an adult during this time.
 5. 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 child's behaviour.
 6. For recurring misbehaviour such as swearing or fighting, children may miss all of break and/or lunchtime at the discretion of the class teacher or member of Senior Staff.
 7. 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 children is being removed from class regularly.
 8. Children may lose privileges that are not curriculum related.
 9. Children may be asked to do jobs appropriate to the poor behaviour e.g. removing graffiti.
 10. Children may be asked to pay for items where malicious damage was done either to the school property or another child's property.
 11. 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.
 12. Depending on the nature of the disruptive behaviour, children may be excluded from the school premises at lunchtimes.
 13. If profoundly disruptive behaviour does not stop, children will be excluded for a minor fixed period (one or two days.)
 14. If disruptive behaviour persists the child will be recommended for exclusion for a major fixed period (up to 5 days) or an indefinite period.
 15. If the child 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 child's parents.

CHILDREN'S 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 children can be placed in isolation (also termed an internal exclusion) away from other children 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 children 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 child can be taken home by a parent or carer. Often this will be part of a specific behaviour plan for a child.

CONFISCATION

The general power to discipline enables a member of staff to confiscate, retain or dispose of a child'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 they 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 they may ask the child's parent to come in to school to pick up the item.

USING REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent children 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. The members of staff who are trained in positive handling are available from the school office.

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.

CHILDREN MISBEHAVING OUTSIDE OF SCHOOL PREMISES

Staff may discipline children for incidents outside of the school premises when the child is:

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

The staff member can only discipline the child on school premises or when the child 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 Executive head teacher or Head of School 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 2021