

Rationale

At Swansfield Park Primary School we will help children to develop care 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;
- 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 discrimination, e.g. racism, homophobia, sexism;
- 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.
- promote values – things that are really important to us (3Cs)

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, Thrive.
- 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. Things that are important to us (3Cs)
- 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 engaging curriculum and suitable outdoor 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 is shared with parents on the school website.

Managing serious behaviour

- Bullying, harassment and discriminating behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and discriminating 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. NIES, CYPS, PRU, 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. Key staff have been fully trained. If physical intervention is needed a full record of the incident will be completed and parents informed.
- There may be occasions when the Head Teacher needs to consider exclusion. This can be a response to:
 - a serious one-off incident
 - for persistent disruption, or
 - when a number of intervention strategies have been tried without success

All decisions with regard to any exclusion will be made by the Head Teacher and will be inline with the DfE exclusion guidance (see below).

<https://www.gov.uk/government/publications/school-exclusion>

Fixed-Term Exclusion

Depending on the nature of the behaviour the Head teacher may consider either short-term or longer-term 'external exclusion'. This means the pupil is not allowed on the school site for the duration of the exclusion. School will provide the pupil with work to complete during the exclusion and will ensure a suitable, full time provision is in place should the exclusion exceed 5 days. Appropriate paperwork will be completed and parents informed within the required timescale. A record of significant incidents and recurrent behaviours will be kept in the Head Teacher's office.

All 'external exclusions' will be documented and retained by Administrative staff for future reference.

Permanent Exclusion

Staff are committed to doing everything possible to avoid permanent exclusions and support pupils to make the right choices. If appropriate the Head Teacher might explore the following:

- Managed Move - An agreement with another local school for the pupil to make a fresh start on an initial, trial basis.
- Alternative Provision Placement - A short-term placement with an alternative education provider with the aim to stimulate re-engagement, participation, interest

and achievement by providing bespoke educational intervention programmes, pupil-centred planning and solution-focused support – ultimately leading to successful educational integration.

Permanent exclusion is a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Head Teacher can sanction a permanent exclusion for serious one-off incidents e.g.

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. If a pupil is permanently excluded, the Governing Body has a duty to review the Head Teacher's decision within statutory time-frames. Governors can either uphold the Head Teacher's decision or reinstate the pupil. Our Governors are committed to reviewing all exclusions fairly and impartially. The school will champion the needs of Looked-After children (LAC) and previously Looked-After Children (PLAC) by raising awareness and challenging negative stereotypes about them, in order to ensure that they achieve the highest level possible. The Head Teacher will ensure that this behaviour policy does not discriminate against the child in question. Exclusion should only be used as a last resort, and all other strategies and support mechanisms must be explored first.

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.

We award smiley faces aligned to School 360 points 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
- 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 1)
- 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/choice, 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 CPOMS.

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).

This policy will be reviewed every three years.

This policy has been formally adopted by the governing body.

Approval and Authorisation				
	NAME	JOB TITLE	SIGNATURE	DATE
APPROVED	Anne-Marie Grimes	Headteacher		27.03.2024
APPROVED	Angela Jefferies	Chair Of Governors		27.03.2024
REVISED	Anne-Marie Grimes	Head Teacher		09.07.2024
DATE OF NEXT REVIEW			Spring 2027	

APPENDIX 1

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