

BEHAVIOUR POLICY

At Swanmore Primary School we are committed to providing a warm, caring and safe environment for all of our children so that they can learn and play in a relaxed and secure environment that mirrors our school values of Honesty, Charity and Respect. The school will use a positive behaviour approach to encourage and recognise good behaviour and consistently use a range of appropriate consequences to support children to use appropriate behaviour.

RULES

The school has three rules: **Ready, Respect and Safe** (RRS).

We consider inappropriate behaviour to be any behaviour that does not follow the Ready, Respect, Safe rules. Adults aim to rectify inappropriate behaviours through a positive behaviour model, modelling for children opportunities to make the right choice and experience success.

The following steps and consequences for not following the rules will be followed:

- Positive behaviours and effort are recognised first.
- Reminder of the school rule (RRS)
- Talk with adult – immediately or at break, lunch, after school. Preferably **Praise In Public** and **Reprimand In Private** (PIP and RIP).
- Time out to reflect/cool off (may be appropriate for some children)
- Consistent poor behaviour will be recorded on a Daily Record of Behaviour form. See appendix 1.
- Continued and consistent poor behaviour over a period of time/or a serious incident will result in the class teacher contacting the parent/s or guardian of the child. Parents will be spoken to directly or by phone. A record of the conversation will be kept including reason and outcome on a Record of Behaviour form See appendix 2.
- Restorative conversation with class teacher for more serious misbehaviour or continual disruption
- Meeting with Key Stage leader and teacher (Record of Behaviour form completed) See appendix 2.
- Meeting with Deputy Head/Head and teacher (Record of Behaviour form completed) See appendix 2.
- Further actions taken (see guidelines for more difficult or persistent behaviour)
- Where appropriate the school can exclude a child where behaviours are significant

REWARDS

As well as receiving, regular praise from adults in the class the following rewards are given:

Individual

- Star cushion
- Stickers
- Star of the day
- Super Star certificate
- Merit-reason for the merit will be sent home in postcard format
- Head Teacher 's Award
- House points

House Points

House rewards in the form of:

- A house point to be added to class house chart and in KSI, a sticker to acknowledge individuals effort.
- Weekly presentation of the House Cup for the House with the most House points.

Class

- Reward time. All classes will have the opportunity to earn a period of Reward Time. The class teacher will decide the system they would like to use to earn the Reward Time. The time, length and type of reward will be given at the discretion of the class teacher but should equate to no more than half-an-hour per week.

Exceptions

- Children with identified behaviour needs may follow a separate reward and sanction system suitable to their needs and may be placed on an Individual Behaviour Plan (IBP) or have an appropriate Education Health Care Plan (EHCP).
- Some behaviours or incidents may occur that require a different response – through discussion with a member of the Senior Leadership Team an appropriate sanction will be decided.

Guidelines for More Challenging or Persistent Behaviour:

- Devise reward system to match child's developmental stage and interest (e.g. football stickers in the goal net, reward chart etc.)
- Hold a peer problem solving session to enlist support and draw on the experience of colleagues
- Keep records of poor behaviour on Antecedents, Behaviour, Consequences and Communication sheets (ABCC), analyse proformas to increase understanding of behaviours.
- Draw up an Individual Behaviour Plan with SEND Coordinator (IBP) and share this with parents
- Racist or homophobic behaviours will be recorded on a County proforma and sent to County
- Refer to outside agencies as appropriate
- Whilst fixed term or permanent exclusions are not desired, when deemed appropriate by the headteacher, the DfE document, 'Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion' guidance will be followed.

Primary Behaviour Service

Speech and Language Therapy

Early Help Hub

Educational Psychology

School Nurse

CAMHS

Particular Attention to:

Inclusion

Disruptive behaviour

Under achievement

Bullying

Verbal abuse

Emotional disturbance

Racial abuse

Aggressive behaviour

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