



Swanmore C.E. (Aided) Primary School

BEHAVIOUR POLICY

Vision Statement

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

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 (see example below)
- 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

What are restorative approaches?

When appropriate Swanmore school will use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional sanctions. Restorative approaches can and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

LUNCHTIMES

A separate daily record sheet will be completed by lunchtime supervisors and will be overseen, on a daily basis, by the Deputy Headteacher. As with disruptive behaviour in the classroom, parents will be contacted if persistent poor behaviour is not rectified and plans will be put into place to support the child.

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 KS1, a sticker to acknowledge individual's 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

Swanmore C.E. (Aided) Primary School – Behaviour Policy

Particular Attention to:

Inclusion	Verbal abuse
Disruptive behaviour	Emotional disturbance
Under achievement	Racial abuse
Bullying	Aggressive behaviour

Date of Policy Issue/Review:	July 2021
Reviewed and Approved by Curriculum & Standards Committee:	8 th July 2021
Approved by Full Governing Body:	14 th July 2021
Review date:	July 2022