

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.

REWARDS

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

INDIVIDUAL

- Star cushion
- Super star
- Merits-these are sent home in postcard format
- Stickers (linked to houses)
- Golden time

HOUSE

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.

Teachers will use a range of positive behaviour approaches including:

- Praise good behaviour, stating the reason for the praise, reinforcing the behaviour
- Use 'proximity praise' to encourage other children to behave appropriately and remind them of expectations
- Use a Golden Time chart in class

Golden time board

- All classes will have a period of 'Golden Time' each week.

SANCTIONS

We consider inappropriate behaviour to be any behaviour that hurts another child or that distracts from the teaching taking place. Adults aim to rectify inappropriate behaviours through a 'positive behaviour' model, modelling for children opportunities to make the right choice and experience success.

FOUNDATION STAGE/KS1

If a child misbehaves or is disruptive this will have an impact on their position on the Golden Time board and potentially their Golden time.

1. Verbal warning/correction; Refer back to the Code of Conduct. Give positive behaviour challenge e.g. 'Show me you can...'
 2. Child moved from the 'GREEN' to 'AMBER'. If they show an effort to behave positively they will be moved back onto the 'GREEN'. The reason for moving them back will be explained to the class.
 3. If they are on the 'AMBER' and still display poor behaviour they will be moved to the 'RED' and as a result will lose 5 minutes of GOLDEN TIME. The child can potentially earn back their GOLDEN TIME by displaying positive behaviour. The reason for moving them back will be explained to the class. If the child has not got back onto the 'GREEN' by the end of the day then that GOLDEN TIME is lost.
 4. Class Teacher to record if a child has been on the 'RED' in the Behaviour Book; they will be sent to the KS/Foundation Stage Leader if they are moved to the 'RED' three times in a week then parents will be spoken to by class teacher.
 5. If, within a period of 4 weeks, a child has seen the KS/Foundation Stage leader three times a meeting will be called to discuss behaviour with parents and a possible selection of, SENCO, DHT, HT, will attend dependent upon behaviours exhibited and will follow Guidelines for More Difficult or Persistent Behaviour.
 6. Children that have been placed on the red traffic signal over the course of the week will miss some of their Golden time (5mins)
- Everybody will start the day afresh.
 - If a child's behaviour is inappropriate during break time the teacher on duty will inform the child's class teacher and this may result in them following the sanctions above.

KS2

1. Verbal warning/correction; Refer back to the Code of Conduct. Give positive behaviour challenge eg 'Show me you can...'
 2. Name moved from the FOOTBALL PITCH to a YELLOW CARD. If they show an effort to behave positively they will be moved back onto the FOOTBALL PITCH, the reason for moving them back will be explained to the class.
 3. If they are on the YELLOW CARD and still display poor behaviour they will to moved to the RED CARD and as a result lose their GOLDEN TIME. This will be recorded by the class teacher in the Behaviour Book and parents will be informed via the standard behaviour letter. If a child has been placed on the yellow card three times in the week the child shall lose half of their GOLDEN TIME (15mins)
 4. If they are on the RED CARD and continue to behave inappropriately they will be sent to the KS2 leader with the behaviour book detailing what behaviour has been occurring. This will be recorded by the class teacher including a brief description of the behaviour displayed by the child.
 5. Child is sent to Head/Deputy immediately or at the next available opportunity. If, within a period of 4 weeks, a child has been placed on the red card three times, a meeting will be called to discuss behaviour with parents and a possible selection of, SENCO, DHT, HT, will attend dependent upon behaviours exhibited and will follow Guidelines for More Difficult or Persistent Behaviour:
- Everybody will start the day on the football pitch.
 - If a child's behaviour is inappropriate during break time the teacher on duty will inform the child's class teacher and this may result in them following the sanctions above.

Exceptions

- Violent behaviour towards another child or swearing would result in a loss of playtime. (Repeated swearing or violence could result in a temporary exclusion.)
- Swearing at an adult could result in a temporary exclusion.
- 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).
- 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 Difficult or Persistent Behaviour:

- Work with colleagues (eg CT + TA or across year group) to analyse reasons for poor behaviour, (What purpose does it serve for the child?) Use Why? Why? Systems to theorise.
- Keep records of poor behaviour on Antecedents, Behaviour, Consequences and Communication sheets (ABCC), analyse proformas to increase understanding of behaviours.
- Plan intervention with SEN Coordinator
- Draw up an Individual Behaviour Management Plan (IBMP) and share this with parents
- Devise reward system to match child's developmental stage and interest (eg collecting cubes towards extra golden time; 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 – SEN Co-ordinator can organise this for you.
- Consider completing a Boxall profile – IEP to be drawn up with SENCo for use in class
- Consider inclusion in Nurture Group or ELSA support
- Refer to outside agencies as appropriate

Primary Behaviour Service Speech and Language Therapy

Early Help Hub Educational Psychology

School Nurse CAMHS

Particular Attention to:

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

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Headteacher:	John Paterson
Signature:	
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