



Swaythling Primary School

BEHAVIOUR & MOTIVATION POLICY

Date Approved:	13 th March 2018	
Review Date:	March 2020	
Author/Owner	Swaythling Primary School / Full Governing Body	

General Rational

- To create a caring environment in the school in which each individual is valued.
- To create a working environment in the school which is orderly and allows effective teaching and effective learning to take place.

Purposes

- To promote self-discipline.
- To encourage good behaviour.
- To create a community in which all children and adults feel a shared responsibility.
- To establish guidelines for acceptable behaviour, ensuring that that the whole staff applies these consistently.
- To develop and nurture mutual respect between all children and adults involved with the school.

Principles

- The promotion of a supportive atmosphere with well planned learning tasks matched to the children's abilities and needs.
- The production and promotion of a school-wide discipline plan.
- Ensuring that all those involved in and with the school know the expectations, guidelines and procedures.
- The maintenance of regular contact with parents.
- The consultation with and sharing of policies with outside agencies.
- The consultation with and involvement of parents at an early stage over any behaviour problems.
- The fostering of a sense of individual worth.

Implications

- For a cross-curricular approach to RE and multicultural aspects of work promoting British values across the curriculum.
- For the demonstration and teaching of respectful, tolerant behaviour of all groups.

The policy will be submitted to the School Governors for approval.

The policy will be reviewed regularly. Any alterations /amendments to the policy will be submitted to the School Governors.

This policy, with particular respect to a discipline plan, will define the system and cultivate the ethos, which will allow the children to accept and recognise responsibility for:

- Their decisions
- Their actions
- The consequences of their actions.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:

- Class star of the week award
- Class attendance certificates
- Presentation of work certificates
- Athletics acknowledgement board

In class rewards include:

- Peg chart system
- Raffle Tickets
- Notes home
- Stickers

Peg Chart System

The Peg Chart System, is a visual record of rewards and sanctions, and is used throughout the whole school. Each child starts the day on the green section of the chart, this signifies the expected behaviour.



If a child is exceeding behaviour expectations or produces outstanding pieces of work, their peg would be moved to the yellow section of this chart. If they exceed further into the Superstar section of the chart they will be given a purple sticker and sent to their Phase Leader for further recognition.

If a child's behaviour falls below the expected level, their peg would be moved down to the amber section as a warning for them to think about their behaviour. This allows the child to reflect and improve their own behaviour.

If a child's behaviour deteriorates further, their peg will be moved to the red section and they will be sent to their Phase Leader for further sanctions.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be appropriate to age, individual and the offence. It is characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, loss of break, time out, to referral to the Phase Leader, Deputy or Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Inclusion Leader.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. To this end, we have a school FISO who will act both as a channel of communication for parents, and also be a valuable resource to empower parents in dealing with behaviour issues at home. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Ratified by Governors:	
Signed by Chair of Governors	
	Dr N Gibbins
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Signed by Headteacher	
	Mr J Draper