



Swaythling Primary School

## STATEMENT OF PRINCIPLES ON BEHAVIOUR POLICY

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

### Our Ethos and Mission Statement

**Swaythling Primary School** is a happy, caring community of confident learners where all are welcomed and valued.

Motivating and challenging learners in a creative, enjoyable and secure environment, Swaythling aims to develop thoughtful and responsible young people with high self-esteem, and the motivation, skills and knowledge to succeed in life.

By understanding what our children already know, we inspire learning through excellent teaching and a passion for bringing a rich and varied curriculum to life. Swaythling has high aspirations for our learners. We encourage a love of learning, and as a community we are committed to every learner's success.

An innovative and dynamic school, Swaythling responds positively to the rapidly changing world in which we live. We strive to ensure that children develop respect for themselves, each other, their families, our community and the world.

### Principles for Behaviour Policy

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Swaythling Primary is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

## **1 Aims and objectives**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- 1.2 We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.3 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and punishments**

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children. Teachers give children house points.
- Each week, we nominate a child from each class to be 'Star of the Week'.
- Each 'Star of the Week' is recognised in the school assembly, and a letter is sent to parents informing them of the award and the reason.
- We distribute points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to present good work in class to parents, and show examples of their best work.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Deputy's Assembly gives the children an opportunity to showcase achievement out of school, e.g. music or swimming certificates.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, we may also keep them in at break time to complete it or send it home for completion

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom.

In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or is damaging property. The actions that we take are in line with government guidelines on the restraint of children.

## **2 The role of the Classteacher**

3.1 It is the responsibility of Classteachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The Classteachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or deputy.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Welfare Officer or the LA's Behaviour Support Service.

3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of the Headteacher**

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

#### **5 The role of parents and carers**

5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read and support them.

5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, 'Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units' (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

7.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

7.6 The governing body to convene a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

8.5 If the offence is repeated, the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **9 Monitoring and review**

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a central record concerning incidents of misbehaviour. The class teacher records classroom incidents. The Deputy Headteacher monitors those incidents. The parents of children who incur three or more behavioural incidents during a half-term will be invited in for a meeting to discuss the issue. Consideration will also be given at this point to the need for involving outside agencies/ other partners.

9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **School Rules**

- No form of bullying will be tolerated. The Class Teacher is to be notified of any incidents immediately so these can be dealt with according to school procedures. For incidents which are of concern but deemed to be less serious, the class teacher and teaching assistant should deal with the incident.
- Children should move around the school in a quiet, orderly manner.
- Children must come into the hall for assemblies in silence, and also leave in silence.
- No child is allowed in the hall or classrooms at play/lunch times unsupervised.
- The correct school uniform must be encouraged.
- Appropriate PE clothing i.e. shorts, T-shirts, and plimsolls must be worn for PE lessons. Any child without PE uniform in school should have their parents telephoned at the start of the day and requested to bring their PE kit to school. If several children from the same class do not have a uniform, the teacher should send a list of names to call the parents. It is not good practice to let children sit out of any lesson for not having the correct equipment, unless it is deemed to be a health and safety issue.
- Jewellery – Small stud earrings and wrist watches may be worn, but no other form of jewellery. Teachers should send children with jewellery to the Office where it will be kept until the end of the day, in a named small brown envelope.
- Nail varnish is not deemed as appropriate for primary school children.
- Chewing gum, sweets, chocolate and cans of fizzy drinks are not allowed in school.
- Money should not be brought to school unless in an envelope for school visits. If a child is found with money or something of value it should be sent to the Office where it will be kept until the end of the day.
- Mobile phones (unless previously agreed with the Head Teacher), stereos etc are not allowed in school and will be confiscated and sent to the Office where they will be kept until the end of the day. Persistent offenders will not have them returned until the end of the term
- 

## **Behaviour Management in accordance with Behaviour Policy**

Positive behaviour should be encouraged at all times. Those children who fail to adhere to school rules should be dealt with using the traffic light system.

It may also be necessary for children to be sent out for a short time (no longer than 10 minutes), be sent to another class, be sent to the phase leader, Deputy, Inclusion Leader or Headteacher

- Parents are informed as and when necessary.
- Children must not be kept in at playtimes as a punishment for poor behaviour unless supervised by an adult in the classroom.

- Children must not be excluded from any part of the curriculum for poor behaviour (Unless their behaviour is such that a risk assessment concludes that their presence is likely to pose an unacceptable risk either to themselves or others).
- The behaviour policy must be rigorously followed by all staff
- If an incident of extreme behaviour occurs (e.g. fighting, swearing directly at a member of staff) the child must be sent to a senior member of staff immediately.
- Children must not be excluded from assemblies.
- 

**What to do if a child runs out of school:**

- If a distressed child runs out of school the Head Teacher, Deputy Head Teachers or senior member of staff, must be informed IMMEDIATELY.
- Make a quick initial check of the school premises.
- Walk around the immediate vicinity of the school.
- Phone the child's home or parents.
- Go to the child's home to see the parents.
- Ring the police if the child has not been found and brought back to school.

<b>Ratified by Governors:</b>		
Date: 13/03/2018	Signed by Chair of Governors	
		Dr N Gibbins
	Signed by Headteacher	
		Mr J Draper