

Behaviour and Procedures Policy



Academic year	Head teacher	Deputy and Assistant Heads	Chair of Governors
2022/23	Mrs R Hocking	Mr Warren, Mrs S Leaver & Mrs K McCall	Mrs L Gray

Review Date	Changes made	By whom	Date Shared
November 2019	Yes	HT and staff team	December 2019
September 2021			
September 2022	Staffing. Praising. EYS. Zones of regulation	HT and staff team	

At Swalwell Primary School we have high expectations of children's behaviour. We firmly believe every child has the right to be the best they can be and we strive to ensure each child reaches their academic, social, physical and emotional potential.

Children's rights are at the core of our practice, we firmly believe every child has:

- The right to learn
- The right to be safe
- The right to be heard
- The right to be happy
- The right to be me

These rights are promoted through our Whole School Code of Conduct (see Appendix C).

Swalwell Primary School

The governing principle of this policy endorsed by all staff, children, parent/carers and governors at Swalwell Primary School is to enable children to work towards the ultimate aim of self-discipline and respect for others.

Our behaviour policy is underpinned by praising positive behaviour, work ethic and expectations. These rewards are consistently applied through school. When such expectations are not adhered to, or misdemeanours occur our sanctions and consequence system is deployed. Again, there is a consistent approach between classes, amongst staff and throughout the school day. Our staff work as a team to create a positive climate within the school between members of staff and between staff and children.

Aims and Values

- Swalwell Primary School is a caring community that values the self-esteem of both children and staff.
- Relationships are based upon trust, honesty and mutual respect between all members of the school.
- All the children's achievements are valued and celebrated by the school
- The school promotes self-value and feeling good about oneself
- Self-discipline is an important part of teaching and learning.
- Every child is encouraged to develop his or her potential.
- Each person should be respected, regardless of learning ability, social, physical, religious or ethnic background.
- Positive classroom and playground engagements is the key to effective learning.

Rewards and Sanctions

- We believe the key to a successful school is consistency in policy and procedure. Our rewards and sanctions are phase specific.
- In Key Stage One and Two, we use Marvellous Me Points to praise and reward children. Children gain badges of recognition which are then shared with parents via an online portal.
- Each half term, the child with the highest number of Marvellous Me points is able to choose a reward for their class.

- In Early Years, we use 10 frames (Nursery) and 20 frames (Reception) for children to gain whole class rewards. This is more meaningful to this age of learners.
- Please see Appendix A Sanction flow charts and below for identified levels of behaviour. These were written by all staff and are displayed in every learning space throughout school. In discussions with children about their rewards/behaviour staff refer to the individual rights which are being met/denied and use Zones of Regulation pedagogy to help children understand their emotions, as well as the triggers and consequences. (see below)

Behaviour Levels And Possible Examples:

Behaviour Level	Examples
One Refers to low level negative behaviour	Fidgeting/fiddling, shouting out, wandering around the classroom, failing to keep on task, unkind comments and remarks, running in corridors, pushing in the line
Two Refers to more serious negative behaviours	Threatening behaviour, aggressive behaviour, swearing, refusal to co-operate, disregard for adults, inciting peer conflict,
Three Refers to the most serious types of negative behaviour	Any form of discrimination, bullying, any violent behaviour with intent to hurt, any behaviour which could lead to injuring another person, serious or deliberate damage to school (or other people's) property.

Restorative Approach and Zones of Regulation:

Self-regulation

- Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.
- Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance.

- Taken from - Birth to 5 matters

Emotional regulation

- Emotional regulation is the process of noticing, labelling and managing our emotions in response to situations around us.
- To be able to regulate emotions, children need to have the ability to:

1. Interpret internal signals from the body that give clues about emotions and reflect on the situation they are in
2. Use words to label the emotion
3. Use strategies to manage their emotions in the situations

The Zones of Regulation

- A framework used to teach children self-regulation and emotional control.

- It categorises states of alertness and emotions into four coloured zones.
- Helps avoid children being labelled 'the naughty child'.
- There is no "bad" zone
- All the zones are expected in different times and circumstances
- We make others feel comfortable and safe when we are in the expected zone at the expected time
- You can be in more than one zone at a time
- Some emotions can fall into more than 1 zone)
- Acknowledge and praise when children are able to identify their zone regardless of what that zone is

The 4 Zones

- Red Zone – extremely heightened state of alertness and intense emotions 'blown their top'
- Yellow Zone – heightened state of alertness and elevated emotions, however still showing some control
- Green Zone – a state of calm alertness, optimal learning occurs
- Blue Zone – low state of alertness and down feelings

Restorative Justice

Restorative justice is used as a proactive strategy to develop emotional literacy, accountability, empathy, a strong sense of community and safety as well as a way to resolve conflict. Restorative justice practices may include some form of sanction for the offender, but the main focus is on repairing harm for all parties involved through reflection, finding the root cause and repairing relationships.

For low level behaviours this may be a light touch approach as follows:

1. *Approach calmly, place yourself between children on their level, use a calm voice and if needed take hold of any item they're fighting over*
2. *Acknowledge feelings, 'You look really upset.'*
3. *Gather information, "What's the problem?"*
4. *Restate the problem, "So the problem is. . ."*
5. *Ask for solutions and choose one together, "What can we do to solve this problem?"*
6. *Be prepared to give follow up support, stay near until resolved.*

For other, more serious behaviours a more structured approach may be needed (a restorative conference). This will include:

- A designated room
- A facilitator
- Preparation and planning
- Restorative agreements

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy. We are however mindful that some of our children, particularly those with SEND, may need an individual behaviour plan and these are written in conjunction with staff, children and parents.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Through consultation with other stakeholders including the Headteacher, staff, parents and pupils, establish a policy of desired behaviours and procedures to achieve these principles and will review this policy annually
- Support the Head Teacher in carrying out these guidelines.

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

Headteacher

The Headteacher will:

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- Report to governors on the impact and effectiveness of this policy on at least an annual basis
- Ensure the health, safety and welfare of all children in the school.
- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others and strive to prevent all forms of bullying
- Ensure that the standard of behavior of pupils is acceptable
- Provide relevant staff training and support staff in implementing the policy
- Ensure that this policy is distributed to all staff, parents and governors at least once a year
- Be responsible for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Staff

The staff will:

- Act as role models of good behaviour
- Attend relevant behaviour management training as and when appropriate
- Reward good behaviour, effort and achievement
- Consistently apply the 'Code of Conduct', sanction and rewards systems.
- Promote self-discipline amongst pupils and deal appropriately with any unacceptable behaviour

- Intervene promptly in any situation where behaviour is inappropriate or dangerous
- Apply behaviour management strategies and sanctions consistently and fairly
- Monitor pupils' effort, achievement, attendance, punctuality, organisational skills, presentation and appearance
- Ensure that the work they prepare for pupils is appropriate, stimulating, interesting and challenging.
- Work closely with parents responding promptly to any concerns.

Pupils

The pupils will:

- Behave well at all times and in accordance with our Code of Conduct, whole school and classroom rights (see appendix B).
-

Parents and Carers

Parents have a vital role to play in promoting good behaviour in school and effective home/school liaison is important.

We ask parents to give support in dealing with behaviour problems and keep the school informed of any difficulties parents and/or children may be experiencing at home.

We ask parents to keep the school informed of any changes at home that could have an impact upon their child's behaviour in school.

Parents and Carers will:

- Be expected, encouraged and supported to take responsibility for their child both inside and outside of school
- Be encouraged to work in partnership with the school to assist it in maintaining high standards of desired behaviour
- Be expected to support the aims and principles of the school behaviour policy. This is reinforced by the Code of Conduct by all parents at the beginning of each academic year
- Be encouraged to discuss the expectations set out in the Home-School agreement with their child, reinforce them at home and support the school staff should any problems occur
- Support their child's learning by attendance at parent evenings
- Be involved in their child's discipline cases as appropriate
- Ensure their child attends school and is punctual.
- Demonstrate respectful and courteous behavior whilst in the school premises.

Parents should be reminded that it is unacceptable for themselves to use inappropriate language, insolence or aggressive behaviour towards any member of the school, or other parents, staff at any time. Failure to comply with this policy will be treated as a very serious matter.

The school has links with agencies which can support parents and children through difficult times.

Parents can speak in complete confidentiality to the Head teacher. We are here to help and support.

RECORD KEEPING

All behaviour related incidents, at level 2 are recorded on CPOMs. The following categories are used to highlight behaviour:

- Behaviour Related log: Minor Niggles
- Behaviour Related log: Positive Behaviour
- Behaviour Related log: Negative Behaviour
- Friendship Related Issues
- Cyber Bullying
- Homophobic Incident
- Physical Bullying
- Racist Incident
- Verbal Bullying

SUPPORT SYSTEMS

The school has a number of mechanisms for supporting behaviour management.

These are:

- A well-structured pastoral team comprising Teaching Assistants, family support worker, Class Teachers and Senior Leaders.
- Close links to a range of outside agencies to whom referrals can be made
- Clear strategies for behaviour management understood by all staff
- SENDCo (Special Educational Needs Co-ordinator) working with the Teaching Assistant team
- Regular behaviour management training for all staff

Bullying

For details on how the school seeks to both prevent and deal with bullying see the Anti-bullying Policy and E-Safety Policy.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All incidents of bullying are dealt with quickly and considerately with outcomes being recorded on SIMS and fed back to parents.

Positive Handling

Staff only intervene physically to sooth or calm children, restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

A Senior member of staff must be sent for and stay calm and unfrontational. However, there may be times when a trained Team-Teach member of staff may need to restrain a child. Situations may include:

- the pupil is in danger of committing a criminal offence
- the pupil is in danger of injuring themselves or others
- the pupil could damage property
- the pupil is engaged in behaviour which is prejudicial to good order and discipline.

Physical restraint must not be used for:

- a trivial misdemeanour
- non-compliance with an instruction which has no immediate risk to people or property

Physical restraint is a last resort. Other strategies which should be tried first include:

- allowing space
- listening
- cajoling
- talking
- diversion
- humouring
- distraction

Positive handling can include:

- stepping between pupils
- holding
- pushing/pulling a pupil away from danger or another person
- leading a pupil by the hand
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds as advised by Team Teach.

Staff should always report the use of physical restraint to the most senior of staff on the premises. This should be followed up by a written report to include:

- the name/s of pupil/s involved
- the name/s of staff involved
- where the incident occurred
- when the incident occurred
- the name/s of witness
- the reason the force was necessary
- a report on the events leading up to and after the physical restraint
- details of any damage caused before, during or after the incident
- This should be shared with the parent/carer
- Signed by the Headteacher and Chair of Governors.

Fixed Term and Permanent Exclusions

This is where a pupil is required to stay at home for a period of days. A Fixed Term Exclusion is governed by guidance from the Department for Education and the school follows that guidance. In every case families must be informed within 24 hours of an exclusion being sanctioned.

Although rarely used and regarded as a last resort, a pupil who is permanently excluded from school is not permitted to return to the school. A Permanent Exclusion is governed by guidance from the Department for Education and the school follows that guidance. In every case families will be informed immediately.

At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Where a pupil is at risk of a permanent exclusion, the option of a voluntary managed move to another institution could be considered.

The school's responsibilities:

- During the first 5 days of any exclusion, usually, a member of the Leadership Team will organise the setting and marking of work
- From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent
- Following a fixed term exclusion, the child and their parent/carer will be required to attend a reintegration meeting, usually led by the Headteacher. The purpose of this meeting is to establish strategies for returning to normal school life, expectations for conduct and potential consequences for any breaches.

Parents/Carers responsibilities:

- During the first 5 days of any exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this
- Following a fixed Term Exclusion parents are expected to attend the pre-arranged reintegration meeting with their child and the Headteacher.

Lining up and movement around the school:

All children should be properly lined up in or outside of the classroom before leaving to go elsewhere and then accompanied out to the playground. Staff need to stop and allow 'catch-up', in order that all children are properly supervised

Children should walk on the left in quiet lines when using the corridor and stairs on the yard. Children who are in a wheelchair should be accompanied by an adult when using the ramps around school.

Staff must ensure that children enter and leave assemblies in silence and that they are led out one line at a time.

Staff should be in the playground ready for the end of break and lunch times to meet the class and ensure that all children walk quietly to their lines after the bell.

MONITORING AND EVALUATION

The Head Teacher and SLT monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The SLT and class teachers record using SIMs details of those who are kept in school due to misbehaviour.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. They evaluate the impact of this policy through data on fixed-term and permanent exclusions analysed by number, year group, gender, ethnicity and types of behaviour that resulted in exclusion.

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.

Review

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.

Next review: 2023



Behaviour and Consequences Flowchart

Throughout, a restorative approach is deployed by all staff.

Level 1 Behaviour

Level 2 Behaviour

All incidents to be recorded on CPOMS

Level 3 Behaviour

All incidents to be recorded on CPOMS

Verbal reminder of expectations and school rights

1st warning. Link warning to school rights

2nd warning. Link to school rights

3rd warning. Link to school rights

Complete 'Reflection Time' sheet with designated adult. Sheet remains in school. *verbal discussion in EYFS*

Complete 'Reflection Time' sheet with designated adult. Parent/Carer informed via telephone. *verbal discussion in EYFS*

Complete 'Reflection Time' sheet with **Headteacher/SLT**. Incidents report letter sent home. *verbal discussion in EYFS*

Complete 'Reflection Time' sheet with **Headteacher/SLT**. Meeting requested with parents/carers. *verbal discussion in EYFS*

Complete 'Reflection Time' sheet with **Headteacher/SLT**. Parent/Carer informed via telephone.
If racist incident, follow LA guidelines

Complete 'Reflection Time' sheet with designated adult. **Headteacher/SLT**. Parent/Carer invited for a meeting
If racist incident, follow LA guidelines

Child may be withdrawn from school event/trip/etc.
Parent & child School Meeting to set Behaviour plan
External Agency Involvement
Internal exclusion
Fixed Term Exclusion
Managed Move
Permanent Exclusion



Swalwell Primary School

Pupil Code of Conduct

Our Rights as children of Swalwell Primary School	I have the right to	In all classrooms, I will...
	...learn	<ul style="list-style-type: none"> • allow others to learn at all times. • look after the belongings of ours, school and others. • look and listen to the person talking. • keep my hands and feet to ourselves. • keep my learning areas clean and tidy. • challenge myself in our learning. • treat others how we would like to be treated. • challenge myself to be my best • take pride in my learning. • make healthy life choices.
	...be safe	Outdoor spaces, I will...
	...be heard	<ul style="list-style-type: none"> • keep my hands and feet to myself. • we look after the school property and its environment. • use equipment safely and responsibly. • use positive and appropriate language. • will remind others of our school rights if they are not showing them. • play with new friends and make everyone feel included. • play fairly. • make healthy life choices.
	... be happy	In the digital World, I will...
		<ul style="list-style-type: none"> • only say and share online what I would with my teachers and classmates. • look after all equipment and use it for my learning. • keep personal information private • use technology to improve my learning • think before posting things online in case it may hurt feelings. • use a range of digital learning tools • make healthy life choices.
	... be me	In the community, I will...
	<ul style="list-style-type: none"> • use good manners and treat others with respect. • care for the environment, property and other people • represent our school with pride. • put my rubbish in the bin and care for our environment • respect our local area • help others when they are in need • use positive language • treat others how we like to be treated 	



Swalwell Primary School

Home School Agreement

School will...

- Create a safe, secure and caring environment, which promotes high self-esteem and sense of worth for each child.
- Set high standards for each child so that he/she performs to his/her best.
- Communicate regularly with parents/carers, providing opportunities to discuss progress, attainment, behaviour and other successes or concerns.
- Provide a range of out of school activities that will benefit a child's development.
- Operate an open-door policy.
- Ensure staff are appropriately trained to meet the needs of the learners in their care.
- Ensure parents are kept up to date with developments in school.

Families will become partner's with their child's learning by....

- Encouraging their child to be positive about all aspects of school.
- Ensuring homework is completed.
- Attending parent meetings/evenings, and supporting school events.

As part of this, we expect families to:

- Keep school informed of any concerns about their child's education or changes in home circumstances that may affect the child's performance, allowing school to respond in a supportive and confidential way.
- Ensure good attendance and punctuality for their child and accept that they are accountable for any absence or lateness, including only taking holidays in designated 'holiday time'.
- Ensure their child follows the school's uniform policy, including earrings.
- Support all policies and strategies that the school uses to keep a positive learning environment and a high standard of behaviour.
- Respond promptly to school requests.

Staff at Swalwell Primary school will ensure learners have these rights met in a safe and nurturing environment.

Signed: (Pupil):

Date:

Signed: (Teacher):

Date:

Signed: (Headteacher):

Date:

Signed: (Parent):

Date: