

## **Behaviour Management Policy**

### **Aims**

The aim of Swanwick School and Sports College behaviour management policy is to create an ethos and environment that will develop children into individuals that are:

- Courteous • Respectful of their own, and others need and rights
- Confident • Emotionally literate
- Tolerant • Happy

We also aim to:

- Enable the children to make the 'right choices' in terms of their actions and reactions;
- Develop a caring and positive attitude towards others, the environment and property;
- Foster an awareness of good citizenship;
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour.
- Ensure learning and teaching is inclusive and enjoyable.

### **Principles**

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour management is the collective responsibility of all staff, governors, parents and pupils.
- Good relationships and communication fostered between home and school, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background and positive stereotypes where appropriate should be actively promoted.
- Management of undesirable behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their own actions.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.
- The school employs structures and systems that recognise and praise excellent work and behaviour. This is achieved through the use of our online positive behaviour system of epraise.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Cases must be reported, investigated and promptly dealt with. Such incidents should be recorded and then dealt with by the leadership team.
- Absenteeism is a key area to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions that will encourage positive behaviour. Rules, rewards and sanctions should be stated positively; clear and specific; few and comprehensive; understood by all pupils; frequently reinforced in a positive way.

### **The Role of the Staff**

- All teachers, support staff and dinner time supervisors, share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- The key relationship is between the child and the class teacher. All staff should work positively to support this relationship.

- All staff should work positively to develop a wide range of supportive relationships with children and each other.
- Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is seen as the collective responsibility of all members of SSSC. Teachers and teaching assistants are advised to seek help and support from the senior leadership team when they have concerns about the behaviour of a child.
- All staff need to be aware of individuals; rights and responsibilities when dealing with behaviour. All serious incidents must be referred to a senior leader.

### **The Classroom environment & positive behaviour**

Each teacher and their class have an option to develop their own systems of reward and praise. This would be either in conjunction with the whole school use of epraise or as a suitable alternative. Some of the positive consequences for the good choices, good work and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Epraise points
- Milestone Certificates: Usually given during the e praise assembly on the 3<sup>rd</sup> week of each half term.
- Reward trip: Children are able to purchase an electronic raffle ticket on epraise to enter the draw for a specific reward trip each half term. The points that are accumulated for good behaviour allow pupils to purchase these tickets or items in the SSSC shop via the epraise website.

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and offer pupils a degree of choice. Account should be taken of each pupil's needs, preferred learning styles and seating plans evident. Pupils should feel involved in the learning and teaching process. Well organized, purposeful, cooperative learning activities can improve behaviour. High expectations should be regularly enforced and should be realistic but challenging. Teaching should encourage an accurate match between aspirations and ability and is relative to each pupil. The teachers' every word and action should be based on the assumption that all pupils can achieve whatever is they are learning. Simple non-verbal encouragement (smile, thumbs up, etc.) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques. When pupils arrive in the classroom, initial contacts should be positive. Accusations should be avoided. The certainty of consequences is more important than their severity.

### **Whole School-Behaviour Strategy**

Every class has a pride and consequences chart on display. This will be used as a primary means of behaviour management. Children not complying with classroom expectations (who have not rectified conduct despite positive reminders) may subsequently be moved onto C1 of the chart (name on the board). If there is no improvement in behaviour the pupil will receive a detention and this will be logged on the behaviour tracker. This will then be managed/monitored by the SLT. If 3 detentions are triggered during a half term- the senior leadership team will conduct an after school detention with the pupil. Once complete a range of intervention measures to help re-dress any behaviour concerns will be attempted. This will include meetings and conversations with parents. It may mean further lunchtime intervention sessions to give the child self-reflection opportunities to identify concerns.

All logged behavior incidents will be closely monitored on a weekly basis by a member of the senior leadership team. If appropriate intervention has not rectified behaviour

concerns, then parents will be informed/consulted and a report or IBP (Individual Behaviour Plan) will be put into place to support behaviour issues. The IBP will have specific targets and measured outcomes over the course of half a term to help re-dress any concerns. An IBP will be a triangular mutual arrangement between pupil, teacher and parent. Where an IBP has failed to achieve the desired outcome a meeting with the designated member of the leadership team responsible for behaviour will be arranged to explore alternative arrangements.

Serious misbehaviour (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at SSSC. Such behaviour would mean the break/lunch time detentions are by-passed and parents are notified immediately. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. We do recognise that there are usually contributing factors to this behaviour, but variation from the appropriate sanctions is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) and pupil need, while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour. The class teacher discusses the school rules with each class, and this 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.

### **Communication and parental partnership**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if there is a pattern of regularly receiving warnings.

If parents / carers have any concern 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, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Nearly all parents / carers say their child feels safe at SSSC. One of the reasons for this is that we do 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. We have specific guidance to follow if an incident of bullying (including cyber-bullying) or racism occurred.

### **Anti-Bullying**

Bullying can happen in any school. At SSSC, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

#### **Definition**

Hurt has been deliberately/knowingly caused (physical/emotional). It is a repeated incident or experience or the involvement of a group.

Involves an imbalance of power:

target feels he/she cannot defend him/herself or

perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling. etc.)

### **Aims and objectives**

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

### **The role of children**

All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.

If pupils find it difficult to raise this with an adult they can place their concerns in a worry box that is placed outside the senior leadership office. This is monitored regularly on a weekly basis.

### **The role of teachers and other staff in school**

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at SSSC

Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.

If staff witnesses an act of bullying, they should investigate it themselves and complete a initial investigation into bullying report form and inform a member of the Senior Leadership Team.

### **The role of the Senior Leadership Team**

The Senior Leadership Team follow all principles and roles set out for teachers and other staff, particularly ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at SSSC. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.

The Senior Leadership Team investigate and keep a record of bullying, including any homophobic bullying; he / she is able to report incidents on request.

### **The role of parents / carers**

Parents / carers have the responsibility of supporting this policy on positive relationships and behaviour. Parents/ carers concerned about bullying should contact their child's class teacher or any member of the SLT straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should follow our complaints procedure by putting a formal complaint to the Governing Body.

### **The role of governors**

The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately. It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the SLT to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of antibullying strategies. It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

### **Cyberbullying**

Definition- "Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously. Cyberbullying can occur on a vast and rapid scale. Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation.

Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident. 'Bystanders' can easily become perpetrators.

The 'profile' of a cyberbully or a target varies – age / size is not an issue. Cyberbullying incidents can be used as evidence. Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'. Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

At SSSC, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

### **Anti-Racism**

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At SSSC, it is extremely rare. Even though the majority of our pupils and parents are predominantly from one ethnicity our school promotes multiculturalism and we have these principles and roles in place to ensure that racism if evident can be quickly stopped.

All pupils should know that racism is wrong. Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. All staff takes racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at SSSC and in society. Issues surrounding racism and its unacceptable nature are made very clear to all.

The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism. The Headteacher reports to the Governing Body about the effectiveness of the policy on request. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken.

All racist incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism, they should refer it to the Senior Leadership Team directly.

### **Transition around the School**

Orderly behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned. It is the collective responsibility of all members of staff to consistently praise appropriate behaviour and to address inappropriate behaviours they may encounter around school.

### **Team Teach**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to 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.

Designated teachers and teaching assistants have received Team Teach Training. This training enables those staff to undertake physical intervention when necessary in the safest way possible, for all involved in that eventuality. Training for staff will be revisited and undertaken as necessary i.e. when new staff joins our school.

### **Playgrounds**

To promote positive behaviours on the playground the following actions should be taken:

- Staff on duty, be on the playground at the beginning of playtime we also operate a SLT duty rota ensuring that senior staff are always visible throughout lunch/break times.
- All pupils should be supervised onto the play areas and staff should stay with their key stage where appropriate.,
- if staff members on duty are late they must inform their colleagues on supervision as this can have a detrimental effect to the behaviour management of our pupils.
- Staff members on duty should patrol a designated area of the playground;
- All teaching staff should be available at the end of playtime to supervise the children into class.
- Most minor misdemeanours can be adequately dealt with by the teachers on duty. However, more serious behaviour problems may be reported to the class teacher, or any of the SLT.

### **Wet Break Times**

To promote positive behaviours during wet break times the following actions should be taken:

- Children should be supervised at all times by staff;
- Break times should be kept within normal times so as not to cause disruption;
- Children should be appropriately occupied e.g. having activities to access such as iPads, Table Tennis.
- Children should be sent to the toilet a few at a time;

### **Dinner Time**

To promote positive behaviours during dinnertimes the following actions should be taken:

- The class teacher and the children should know whether they are on first or second lunch sitting.
- The children should be regularly reminded about expectations of behaviour at dinner times;
- Wet dinnertime arrangements should be made clear to the children and to the dinnertime supervisors.

### **Reward Assemblies**

There are regular celebration/achievement assemblies when the following successes are shared;

- Individual children's amount of epraise points that correlate to bronze, silver, gold and platinum certificates.
- Attendance award- acknowledgement for the class(es) with the highest attendance
- Sporting awards and certificates from various competitions
- Academic acknowledgement and certificates for pupils in a variety of subjects.

Signature.....

Date.....