



# Behaviour and Ethos of Swalwell Primary School

# SWALWELL PRIMARY SCHOOL

## **Vision, Values and Ethos**

*Swalwell Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.*

*By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.*

*We will involve staff, pupils and parents in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community.*

*Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.*

## **Context of the School**

Swalwell Primary School is a smaller than average sized primary school situated in the inner west area of Gateshead, there are approximately 180 pupils on roll. Pupils age from 3 to 11 years old. Most children come from white British families, only 10% of our pupils come are of other ethnic origin. Over a third of children are on the SEN register and over 50% are entitled to free school meals.

## **Human Rights**

In our class and school, we all have:

The right to be happy

The right to learn

The right to be safe

The right to be valued

These rules are the starting point for all other rules and give reasons why rules are in place and why rules, and inappropriate behaviour have consequences on others.

The rules apply to all children and adults in our school and should be used to illustrate why certain actions and behaviours are considered inappropriate and why they affect sanctions.

## **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 a respect for others. The staff work as a team to create a positive climate within the school between members of staff and between staff and children, whether the children are working or playing. Children are rewarded for positive social behaviour and appropriate engagement in the learning process.

## **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 through being given access to every educational opportunity.
- Whatever each person brings to school should be respected, regardless of learning ability, social, physical, religious or ethnic background.
- Good classroom and playground management is the key to effective learning.

## **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

### **Headteacher**

The Headteacher will:

- Be responsible for ensuring that this policy is implemented by staff and pupils
- Report to governors on the impact of this policy on at least an annual basis
- 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
- Provide relevant staff training
- Ensure that the guidance relating to fixed-term and permanent exclusion is adhered to and that parents, the Governing Body and the local authority are informed of any exclusions accordingly.

### **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
- Display the 'Classroom Code of Conduct', Human Rights posters in their classroom
- Encourage good behaviour and respect for others and strive to prevent all forms of bullying
- 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 the home school agreement, the Classroom Code of Conduct, corridor, playground and lunchtime Rules
- Act in a safe and responsible manner
- Listen to and follow instructions
- Enter rooms sensibly, going straight to their work place to prepare for the start of the lesson
- Treat everybody with respect, consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Allow teaching and learning to proceed without disruption or interference
- Use appropriate language at all times, slang should be discouraged
- Wait for the teacher's directive to clear up and when instructed to do so leave the room quietly and sensibly.
- Help to prevent all forms of bullying
- Keep to the school dress code
- Ensure good attendance and punctuality
- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care
- Complete homework to a good standard and hand it in on the set date
- At break time play only in ways that will not risk injury, or cause distress, to themselves or others

## **Parents and Carers**

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 home school agreement signed 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 ensuring good, prompt attendance and attending parent evenings
- Be involved in their child's discipline cases as appropriate
- Be expected to make an appointment in advance to consult with a member of staff rather than simply turn up at school, unless there are extenuating circumstances.

Parents should be reminded that it is unacceptable to use inappropriate language, insolence or aggressive behaviour towards any member of the school staff at any time or to each other whilst on school premises. Failure to comply with this policy will be treated as a serious matter. Parents causing disruption or become a risk to Health and Safety will be asked to leave the school premises.

## **Classroom Management**

Staff at Swalwell Primary School are aware that good classroom management and promoting a positive classroom atmosphere are the key to effective learning. Staff have agreed that the following principles provide a sound foundation on which to build effective classroom management.

All teaching staff undertake:

- To communicate with children with clarity and assertiveness.
- To present tasks clearly, stating task structure and task requirements.
- To be punctual and to conduct lessons in ways that are conducive to effective learning, for instance the expectations of each member of staff for the way children enter and exit the classroom, hall and other areas; how children move around the school; the way children conduct themselves during the course of the lesson depending upon the requirements of the task and the needs of the children.
- Staff to position themselves in classrooms so as to give themselves a good overview of every pupil, whilst participating in whole class, group guided work or individual work with the child.
- To maintain a pace in lessons that is appropriate to the social, emotional and behavioural characteristics of all children and the requirements of the task.
- To evaluate their own performance as classroom managers through their own perceptions and in collaboration with colleagues and children.
- To create a positive classroom climate that rewards and thus reinforces positive social behaviour and appropriate engagement in the learning process.
- Children with behaviour I.E.P.s will receive support if at School Action plus or above from outside agencies and teachers liaise with these professionals in order to provide appropriately for children in their class. At School Action level teachers provide support for these pupils.

## **Formulation of Rules and their Implementation**

All school staff undertake:

- To explore the implication of the school rules, to make clear the expectations that are held for social conduct.
- To be willing to discuss with children the values underpinning specific rules.
- To respond positively and effectively to rule breaking and other acts of indiscipline.
- To use sanctions that are positive wherever possible.
- To relate to children in one-to-one and group situations in ways that convey respect, concern, empathy, competence and authority.
- To treat all children equally, irrespective of gender, race, religion or sexual orientation.
- To play an active part in building up a sense of community and apply consistently the agreed standards of behaviour.
- To have a responsibility to model the type of behaviour felt to be acceptable.
- To be alert to signs of bullying and racial harassment and to deal with it immediately.
- To record any incident of racial harassment or bullying.
- To deal sensitively with children in distress and to listen to them.
- To support each other in maintaining good behaviour in school.

## Types of Unacceptable Behaviour

The following list is an example of behaviour that we consider to be unacceptable at Swalwell:

- Disobedience, including negative behaviour (tutting, eye rolling, huffing, slouching, no eye contact, body language)
- Disruption to learning
- Biting, spitting, hitting and kicking
- Bad language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to an adult
- Ignoring adults
- Attention seeking 'silly' behaviour
- Stealing
- Racist comments
- Bullying
- Possession of an offensive/dangerous weapon
- Bringing drugs/illegal substances onto site

## Strategies for Intervention and Remediation

At Swalwell Primary we follow a **staged Approach to Behaviour Management**.

As a school we have agreed a staged approach to behaviour management. The approach demonstrates at what levels intervention will take place, to deal with particular behavioural issues. No matter what the situation, or at what level the matter is dealt with, the pupils are given every opportunity to take responsibility for their actions and modify these where necessary.

In most cases a quiet firm reprimand from a member of staff, introducing an element of choice about the outcome is expected to be sufficient to correct behaviour (*e.g. "if you continue to behave like that..."*)

Failing this the following may be used:

### In school

- Time out – removal from the scene of the incident – teacher or child initiated e.g. in quiet area away from other children, but within direct vision of the class teacher or teaching assistant.
- Time out – outside the Head's office or with another teacher outside the child's main classroom.

Where appropriate the child should be given an educationally valuable task to complete and should know that the sanction is to apply for a specified period of time.

## **In the playground**

- Time out – child is made- depending upon age to hold the hand of the supervising adult or to stand next to the wall or go to another area of the playground for a set period of time. (Area easily and readily supervised by staff).
- The child is made to play in another area of the playground.
- The child is taken inside for a cooling off period- outside Head teachers Office.
- The child receives a sanction of a missed playtime for the next day.

## **Sanctions**

Sanctions should be applied as soon as possible following the incident.

Remember – it is the behaviour of the child not the child him/her self which is at fault.

(See Appendix 3)

## **Conduct Cards and the Report System**

A yellow conduct card will be completed when:

- A serious incident occurs such as fighting, physical assault, abusive language deliberately directed at another person, theft, threatened aggression etc.
  - A pupil deliberately chooses to ignore many warnings for the same inappropriate behaviour in the classroom/corridor/playground/dining hall/assembly etc over a period of time.
1. If a pupil receives 4 conduct cards in a term their teacher will contact their parents to discuss behaviour concerns.
  2. If the pupil then receives a 5<sup>th</sup> card in the same term, they will be placed on report. (2 weeks).
  3. If a pupil goes on to receive 7 conduct cards in a term, their form teacher will contact their parents to arrange a meeting to discuss behaviour concerns.
  4. If a pupil receives 10 conduct cards in a term, their Teacher will inform the two assistant Headteachers who will then contact their parents to arrange another meeting to discuss behaviour concerns.
  5. If a pupil receives 13 conduct cards in a term, their Teacher will inform the Headteacher who will then contact their parents to arrange another meeting to discuss behaviour concerns and the next steps.
  6. 4 cards or more per term may result in the pupil missing part or all of any end of term treat.
  7. 'Fresh start' at the beginning of each full term. However, if during the new term the pupil receives 4 conduct cards they will be placed back on report at the level they were last on.
  8. *A class teacher or member of SLT may place a pupil on report at any time for the purpose of monitoring, such as work rate, behaviour issues etc. without the pupil having any conduct cards.*

## **Administration**

- Following the completion of a conduct card, it must firstly be placed in the class pastoral file in the staffroom.
- Staff will clearly sign the card to indicate they have acted upon it.
- Each class has a sheet to log the cards received by pupils.
- The cards are collated at the end of every half term and analysed by the school's pastoral HLTA and reports to governors during Health and Safety committee.

## **Exclusion**

Exclusion is one of the most severe sanctions available to the school in cases of poor conduct. There are two types of exclusion.

### **Fixed Term Exclusion**

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.

### **Permanent Exclusion**

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 must be informed within 24 hours of an exclusion being sanctioned.

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.

## **Rewards**

Many behaviour problems can be overcome or their effects reduced by use of positive re-inforcement for good behaviour. The following are examples:

- Praise given from staff
- Responsibility given
- Showing good work to the Head or Assistant Headteachers or other member of staff
- Showing good work in assembly
- Choosing activities at appropriate times during the day or week, or during Earning special time or activities back after doing a commendable deed
- Stars, rubber stamps etc.
- Certificates.
- House points

## **Peer Mediation**

At Swalwell Primary School we believe in children taking responsibility to work disagreements out, by talk, mutual respect, negotiation and empathy. We encourage children to find solutions and to find a positive way forward for the future. We believe that learning these essential skills will equip children with a toolbox of initiatives which can be used and applied at school, at home and when in future employment.

Student Councillors and Year 6 pupils are responsible for training in Peer Mediation.

## **Peer Massage**

Each day, all children participate in peer massage. The children have been trained by a national peer massage instructor. Children sit on chairs. Heads, shoulders, arms, backs and hands are the only parts of the body touched by other children. This takes place after lunch time for 5 to 10 minutes each day. We believe that the benefits for children are relaxation, positive touch reinforcement and children being more receptive to working in the afternoons. There has been a distinct improvement in behaviour since peer massage was introduced. Children have the option to opt out of this activity, although many look forward to peer massage and when it is missed during the day – complain to teachers.

## **Parents**

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.

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.

## **Support Systems**

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

These are:

- A Pastoral HLTA with a focus on pupils and families
- Close links to a range of outside agencies to whom referrals can be made
- Clear strategies for behaviour management understood by all staff
- Trained school peer mediators
- SENCO (Special Educational Needs Co-ordinator) supported by HLTA's and a strong Teaching Assistant team
- Regular behaviour management training for all staff

## **Governors**

The governors' role is to ensure that the school has a policy that is reviewed yearly, that the policy is operated by all staff and that it is effective.

## **Bullying**

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

## **Offensive Weapons Procedure**

It is a criminal offence for any student to bring to school, or carry around school, an offensive weapon. It is also a criminal offence to threaten anyone with an offensive weapon. The school has a statutory duty to inform the police in the event of any incidents involving the use of offensive weapons.

### **Definition of Offensive Weapons**

The legal definition of an offensive weapon is: "any article made or adapted for use for causing injury to the person or intended by the person having it with him/her for such use by him/her or by some other person. (This definition includes a disguised knife)".

This definition also covers situations where everyday normal items found in school such as furniture, sports equipment, tools etc are used to cause physical harm can be included under the term offensive weapon.

### **Procedural Guidelines and the role of the Head Teacher and Governing Body**

- The Head Teacher takes responsibility for the policy and its implementation, and for liaison with the Governing Body, parents, and appropriate outside agencies. The Head Teacher will ensure that all staff are made aware of the policy. In the Head teacher's absence responsibility will be taken by the Assistant Head Teacher and the Chair of Governors informed.
- Staff may search students' and their belongings for knives or offensive weapons with or without their consent in accordance with the current DfE national confiscation guidelines on searching, screening and confiscation in schools – available on request from the school.
- In instances involving possession or use of an offensive weapon, parents will be informed at the earliest opportunity by the Head Teacher or his/her representative.

- The school has a statutory duty to inform the police if a serious criminal offence has taken place on school premises. The use, attempted use, or intended use of an offensive weapon will automatically involve the police being contacted.
- Any student who causes physical harm, or threatens others, with an offensive weapon is likely to be permanently excluded.
- The school will consider each incident of carrying an offensive weapon individually and recognises that a variety of responses will be necessary to deal with incidents. The school's decision may involve fixed term or permanent exclusion.

### **Smoking and Drug Policy**

In accordance with Part 1 of the Health Act 2006, Swalwell Primary School is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

It is an offence for any student to bring to school, or carry around school, illegal substances or cigarettes.

### **Procedural Guidelines and the role of the Head Teacher and Governing Body**

- The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, and appropriate outside agencies. The Head Teacher will ensure that all staff are made aware of the policy.
- Staff may search students' and their belongings for illegal substances or cigarettes with or without their consent in accordance with the current DfE national confiscation guidelines on searching, screening and confiscation in schools – available on request from the school.
- In instances involving possession or use of illegal substances or cigarettes, parents will be informed at the earliest opportunity by the Head Teacher or his/her representative.
- The school has a statutory duty to inform the police if a serious criminal offence has taken place on school premises.
- The school will consider each incident of carrying illegal substances and cigarettes individually and recognises that a variety of responses will be necessary to deal with incidents. The school's decision may involve fixed term or permanent exclusion.

Pupils and staff are required to follow the schools drug and alcohol policy.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

### **Monitoring and Evaluation**

The Headteacher must:

- Publicise the policy once per year to pupils, parents and staff
- 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.

## Appendix 1 Conduct Card

Name: \_\_\_\_\_ Reported by: \_\_\_\_\_

Class: \_\_\_\_\_

Incident		Follow up	
A. Bullying		1. Spoken to during class	
B. Assault on a pupil		2. Spoken to after class	
C. Verbal abuse		3. Moved during lesson	
D. Swearing at a member of staff		4. Sanction given	
E. Theft		5. Referral to S.I.T	
F. Destroying school property		6. Parent contacted	
G. Fighting		7. On report	
H. Persistent low level disruption		8. Report to Outside Agencies	
I. Persistent refusal to follow instructions		9.	
J.			

Brief Summary of Incident:

Follow up/Next steps:

## Appendix 2 Recording Sheet For Staged Approach

Name																				
	1																			
	2																			
	3																			
	4 Letter to Parents																			
	5 Parents Start Book																			
	6 Parents meet Form Teacher																			
	7 Parents meet Form Teacher																			
	8																			
	9																			
	10 Parents meet Deputy Head																			
	11																			
	12																			
	13 Parents meet Headteacher																			
	14																			
	15																			
	Internal Exclusion																			
	Internal Exclusion																			
	Exclusion																			
	Exclusion																			

## Appendix 3 Staged Approach to Behaviour Management

### *To be dealt with by the teacher*

- Persistent lack of homework or equipment
- Repeated low level disruption – constant talking, shouting out, moving around classroom without permission
- Persistent lack of application
- Persistent lack of respect for other pupils
- Uniform issues including wearing of jewellery
- Lack of cooperation
- Low level disruption
- Off task
- Lack of application

### *To be dealt with by a member of the management team*

- Repeated disruption of other pupils learning
- Dangerous behaviour
- Use of obscene language
- Bullying
- Assault on another student or fighting
- Verbal abuse or threat to a member of school or community
- Theft
- Defiance
- Damage to property
- Acts of indecency
- Bringing banned items onto the school premises (including over the counter medicines, mobile phones) without the appropriate permissions
- Bringing dangerous items or substances onto the school premises (including alcohol, drugs, knives and other weapons)

## Appendix 4 Sanctions

- A quiet reminder
- Speaking 1-1 with the pupil at the end of the lesson
- Brief isolation outside of the door or to a quiet area to calm down but within the sight of the teacher/Senior Leader
- Change of seat within the classroom or moved into another classroom
- Privileges may be withdrawn.
- Letter of apology written by the pupil (from Y2 upwards) and signed by a parent/carers
- 'Golden time', when in use, may be forfeited.
- Full inclusion is practised however, pupils may not be allowed to participate in educational visits, sports events, discos or other activities that are not essential to the curriculum.
- The imposition of extra work. Whenever possible this should be of a constructive nature to ensure the pupil considers the fault and ways of avoiding it in future.
- Withdrawal of break or lunchtime privileges
- Removal from a group, class or particular lesson or activity
- Issued with a Yellow Conduct Card
- Issued with a Behaviour Monitoring Report Book
- internal exclusion – sanctioned by a member of the Leadership team who will organise work and record the sanction in the internal exclusion book located in the main office
- Parents/carers informed/invited into school to discuss their child's behaviour
- Fixed term and permanent exclusion
- Police involvement
- Inappropriate behaviour or bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school will be dealt with using the school staged approach to behaviour management system. Following investigation the consequence imposed, will depend upon the nature of the incident.