



Swaythling Primary School

BEHAVIOUR & MOTIVATION POLICY

Date Approved:	21 st May 2024	
Review Date:	May 2025	
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.

General Rationale

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

Purposes

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

Principles

- 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
- The promotion of a supportive atmosphere with well planned learning tasks matched to the children's abilities and needs.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- The production and promotion of a school-wide discipline plan.
- Ensuring that all those involved in and with the school know the expectations, guidelines and procedures.

- The maintenance of regular contact with parents.
- The consultation with and sharing of policies with outside agencies.
- The consultation with and involvement of parents at an early stage over any behaviour problems.
- The fostering of a sense of individual worth.

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

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

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

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

Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our school's learning and behaviour is underpinned by our clear values. At all times, we expect adults and children to demonstrate these. It is influenced by the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely including examples where children have gone 'above and beyond' behaviour expectations. We believe that recognition has a motivational role, helping children to see that good behaviour is valued . Children are **praised in public** and **reminded in private**. Rates of praise for behaviour should be as high as for work.

Our motto and values	Visible Consistencies	Recognition
<i>Be Thoughtful</i> Teamwork Honesty Innovation Never give up Kindness	Daily meet and greet How we walk around the school? Suggested ½ term focus to match values e.g teamwork - smart uniforms etc	House Points House Cup Star of The Week Class Attendance Certificates Home Contact MarvellousMe Postcards Leadership Praise Class Rewards

In Class Recognition

Children in all classes are members of a 'House.' House points are awarded as both team and individual rewards and recorded on display in each class. If a child is exceeding behaviour expectations or produces outstanding pieces of work, house points will be awarded with reference to the school values.

The house cup will be awarded weekly in assembly to the house who has earned the most points. There will be house rewards held termly and decided by the wellbeing ambassadors.

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

Stepped Boundaries

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. Children will be reminded of the behaviour expectations and records kept in the classes' behaviour log.

At Swaythling, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn and how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow the behaviour pathway below and behaviours should be discussed as the behaviours they are, and **not be personal to the child.**

Sanctions should

1. make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. not apply to a whole group for the activities of individuals
3. be consistently applied by all staff to help to ensure that children and staff feel supported and secure

It is important that the sanction is not out of proportion to the offence.

Behaviour Pathway

Gentle approach, using the child's name, at child level, eye contact, deliver message	
↓	1.REMINDER*
↓	2.WARNING.*
↓	<p>3.THINKING TIME - I notice you have chosen to ... You need to classroom (playground):</p> <ol style="list-style-type: none"> 1. wait outside the classroom (stand by the wall) 2. go to paired classroom (go to the senior MDS) 3. go to inclusion office 4. go to Headteacher's office <p>I will come and speak to you in 2 minutes *</p> <p>Do <u>not</u> describe a child's behaviour to another adult in front of the child!</p>
↑	<p>4. FOLLOW UP, REPAIR AND RESTORE - During the next available time (break, lunch etc) What happened? What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p> <p>Remember it is not the severity of the sanction, it is the certainty that this follow up will take place that is important.</p>

* Age appropriate language should be used.

Swaythling scripts:

"Thank you for telling me."

"Where should you be?"

"That's exactly what I'm looking for, well done!"

"I will deal with it." / "It has been dealt with."

"If you are choosing to ...then you are choosing to..."

"At Swaythling we ..."

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.

Reasonable force

covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (Bound Book)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Fixed-term and permanent exclusions

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.

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.

If the Headteacher excludes a child, they inform 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.

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.

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

The governing body convenes 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

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

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviours

Behaviour Management Support

Children exhibit particular behaviours for a number of reasons. As a school, we recognise that behaviour is their way of communicating their emotions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Inclusion Leader.

Communication and parental partnership


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


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

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

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

Ratified by Governors: 21/5/2024

Signed by Chair of Governors	Katie Cope
	

Signed by Headteacher	
	Mr J Draper