



Behaviour and Attitudes to Learning Policy

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Aims and Objectives:

At Swanwick School and Sports College we firmly believe that school should be a happy and safe place for children to learn. Our ethos at Swanwick School and Sports College is *'Enjoy, Achieve, Exceed'* and through this we endeavour to create an environment that encourages positive behaviour. We aim to develop children into individuals that are:

- Independent
- Confident
- Tolerant and respectful
- Resilient
- Adaptable
- Able to make a positive contribution to society
- Content

We also aim to:

- Develop communication skills that children need to become confident and competent communicators in all opportunities their life has to offer them.
- Offer opportunities for children to achieve to their full potential - both academically and socially.
- 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.
- Promote opportunities for children to develop feelings of self-worth and raise self-esteem.
- Provide an innovative and exciting curriculum, tailored to meet individual learning styles that inspires independent working skills, investigative thinking and reflective learning.
- Deliver an educational climate which promotes mutual respect, provides appropriate role models and opportunities for personal development.

Strategies:

- To establish accepted and consistent patterns of behaviour agreed throughout the whole school community
- Use positive language at all times and act as good role models
- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned
- 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
- We expect children to accept responsibility for their own actions
- 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 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 Senior Leadership Team.

- Positive behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned. This includes transitions around the school site between lessons. 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.
- 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; clearly and specifically; few and comprehensive; understood by all pupils and frequently reinforced in a positive way.

Members of the Senior Leadership Team worked alongside School Council to produce our Behaviour Values document which details what is expected of any pupil who attends Swanwick School and Sports College. This document is displayed in every classroom around school so every child knows the standard of behaviour that we expect at Swanwick School and Sports College.

Our Behaviour Values document can be seen below:



Behaviour Values



How can we Enjoy, Achieve, Exceed?



Kindness
I will be kind to adults and classmates.



Respect
I will respect others and the environment around me.



Role Model
I will be a role model for younger students and help those who need it.



Opportunity
I will always have a go at any opportunity that is given to me.



Effort
I will always try my best to achieve.



Follow
I will follow classroom rules and expectations.

The Role of Staff:

- All teachers, support staff and lunchtime supervisors, share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- 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 Swanwick School and Sports College. 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 the Senior Leadership Team.

Celebrating Pupil Achievements:

At Swanwick School and Sports College we always look to celebrate and acknowledge good behaviour and pupil achievements. We do this using an online system ePraise. Pupils are rewarded ePraise points which they can then use as a form of digital currency to purchase prizes from the online store and enter reward trip competitions.

Pupils are awarded points linked to our 8 learning hero characteristics that staff promote each day as the attributes we wish for students to display. These characteristics are as follows:

- Communication
- Bravery
- Independence
- Knowledge
- Perseverance
- Resilience
- Responsibility
- Teamwork

Each characteristic has relevant fiction and non-fiction persons linked to them as examples to pupils of individuals who have displayed that characteristic. These persons are selected by the School Council and reviewed on an annual basis. Artworks displaying our Learning Heroes are displayed in every classroom.

At the end of every half-term we have a celebration assembly for the entire school.

Dealing with Behavioural Issues:

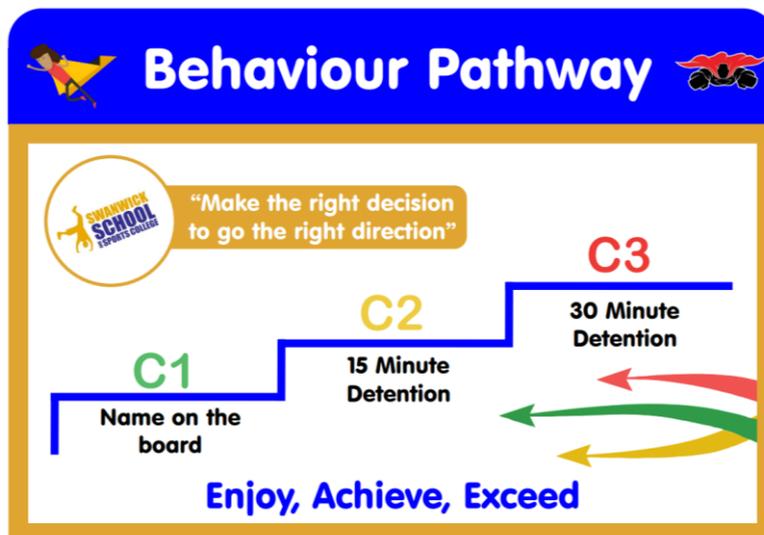
Our School Council worked with the Senior Leadership Team to devise our Behaviour Pathways which are followed consistently across school to help encourage and maintain positive pupil behaviour throughout the school day. We created one design for Primary pupils and another for Secondary aged pupils but they each represent the same process in relation to how staff manage behaviour. This document is displayed in every classroom around school.

Our Behaviour Pathway documents can be seen below:

Primary:



Secondary:



Our Behaviour Pathways will be used as our primary means of behaviour management consistently across the school. Children not complying with classroom expectations may find themselves moving through the behaviour pathway.

- C1: Name of the board - *Formal warning after students have been verbally told about their behaviour and given a choice to correct it*
- C2: One tick next to their name - *This will be allotted if there is no improvement in the pupil's behaviour following being placed on C1. A 15-minute detention will be issued by the subject teacher*
- C3: Two ticks next to their name - *This will be allotted if there is no improvement in the pupil's behaviour following being placed on C2. A 30-minute detention will be issued by the subject teacher*

Detentions are logged on our behaviour tracker which is managed/monitored by the Senior Leadership Team. Detentions take place during the subsequent lunchtime and are supervised by a teacher and teaching assistant.

If 3 detentions are triggered during a half term then the Senior Leadership Team will conduct an after-school detention with the pupil. Once complete a range of intervention measures to help redress any behaviour concerns will be attempted. This will include meetings and conversations with parents/carers.

All logged behaviour 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/carers 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/carer. Where an IBP has failed to achieve the desired outcome a meeting with the designated member of the Senior 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 Swanwick School and Sports College. Such behaviour would mean the break/lunch time detentions are bypassed and parents/carers are notified immediately. We contact parents/carers 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. 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.

On very rare occasions SSSC will use fixed term exclusions in response to extremely serious situations. As a last resort permanent exclusion may be required to ensure the safety of all members of the school community.

Break and Lunchtimes:

To promote positive behaviours on the during break and lunchtimes the following actions should be taken:

- Staff on duty to be on the playground at the beginning of break and lunch. The Senior Leadership Team will be visible throughout lunch/break times where possible.
- 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.
- In the event of a 'wet break' children will remain in their classroom being supervised by their class teacher and teaching assistant.
- All teaching staff should be ready to receive the pupils at the end of break / lunch.
- 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 Senior Leadership Team.

Physical Intervention:

Swanwick School and Sports College maintains that physical intervention should only be used as a last resort, the final element of a process aimed at the prevention and management of behavioural difficulties.

Staff will only need to intervene physically to prevent a child hurting themselves, or a child hurting others, or causing serious damage to property. On rare occasions a member of staff may need to intervene physically to maintain the good order and discipline in the classroom setting. The actions that we take are in line with government guidelines on the use of physical intervention.

All teachers and teaching assistants will receive Team Teach Training. This training enables those staff to undertake physical intervention when necessary in the safest way possible for all involved. Training for staff will be revisited and undertaken as necessary.

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing

with challenging behaviour which reduce the need for physical intervention. As a last resort, we also teach positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

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.

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 a member of the Senior Leadership Team. If the situation remains unresolved parents/carers should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Regular pupil questionnaires demonstrate that pupils feel 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 Swanwick School and Sports College, it is extremely rare. We have principles and roles in place to ensure that bullying is quickly stopped.

BULLYING IS NEVER ACCEPTABLE

At Swanwick School and Sports College we define bullying as follows:

- 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.*)

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is unacceptable 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.

As a school community in order to prevent, identify and respond to bullying we will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Senior Leadership Team.
- The Senior Leadership Team will interview all concerned and will record the incident.
- Teachers/Form Tutors will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

Pupils at Swanwick School and Sports college are encouraged to:

- Include others in their games and groups.
- Not laugh if someone is being bullied.
- Tell staff if they see bullying.
- Never join in with bullying.

Further information regarding the development and application of our anti-bullying culture at Swanwick School and Sports College can be found within our Anti-Bullying Policy.

Anti-Racism:

Like bullying, racism can exist in any school. At Swanwick School and Sports College, it is extremely rare. However, 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 Swanwick School and Sports College and in society. Issues surrounding racism and its unacceptable nature are made very clear to all.

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