SW9 PARTNERSHIP

BEHAVIOUR POLICY

VISION

At the SW9 Partnership we welcome you to our happy, safe and Christian family, where we encourage everyone to do their very best. Our vision is to inspire our children to be confident individuals, who are excited about learning and curious about the world that they live in.

VALUES

This behaviour policy will be implemented in conjunction with our values policy. We will use our values to support the social, emotional and mental health development of our children, as well as promote quality teaching, learning and pro-social behaviours. As a school community we believe that the ethos of the school should be built on a foundation of these 6 values, which link to our Christian vision.

1. Kindness
2. Peace
3. Perseverance
4. Faithfulness
5. Love
6. Joy

Staff will always model our values to the children and will use behaviour intervention opportunities as a chance to reflect with the children on the values that require exploration. Collective Worship, lesson planning, and socially interactive opportunities will also be used to promote values within our children.

AIMS AND OBJECTIVES

It is the aim of the SW9 Partnership to provide a secure learning environment for children and staff that helps to promote the safety and wellbeing of our community. In order to achieve this aim it is essential that parents and staff work together to help children develop good wellbeing and mental health, self-discipline, self-respect and respect for others. We believe that the management of pupil behaviour involves understanding and working with the causes that underlay the behaviour presentation. We also aim to teach emotional regulation, responsible decision-making, effective problem-solving techniques and to help children to better understand themselves as well as their social role within the wider school system. We also strongly value working with families in order to support a child's social and emotional development and aim to do so using a collaborative approach.

All members of the school community are required to actively uphold the aims of the behaviour policy. By working in partnership with one another, we can ensure that all schools within the SW9 Partnership are settings in which all children will be happy, behave well and achieve their very best.

We believe that the promotion of these aims will create an atmosphere that will enable children to grow: * Spiritually * Socially * Mentally * Academically

REASONABLE ADJUSTMENT

We understand that some children with social and emotional difficulties and/or signs of poor mental health may require additional support in order to thrive and be happy within the school community. Where necessary, the main behaviour policy will be modified in order to provide a bespoke package that will help the child to be successful. This will be provided within the framework of the schools inclusion policy.

STAFF ARE EXPECTED TO:

● Establish and maintain clear and consistent expectations and boundaries
● Use the Trauma Informed Schools (TIS) model - *Adults in the school are trained to recognize and respond to children whose behaviour presentations have been impacted by traumatic stress*
● Be 'Emotionally Available Adults' & use the P.A.C.E (Playful, Acceptance, Curiosity & Empathy) model for children who are emotionally dysregulated
● Establish a culture, rooted in our values, that clearly define the limits of acceptable and unacceptable social behaviour
● Show respect and promote positive behaviour
● Discuss with children when and how they could have made a positive choice if something goes wrong
● Encourage self-motivation and independence
● Praise good choices in order to encourage positive behaviour
● Promote self-esteem and self-respect in all pupils
● Celebrate their children's effort and achievement
● Maintain well organised learning environments and appropriately challenging and supportive learning opportunities
● Respect children and listen to their views without discrimination
● Model high standards of presentation, respect and learning behaviour
● Adhere to anti-bullying, behaviour and discipline procedures
● Ask for support from parents/carers concerning a child's behaviour, where appropriate
● Ask for support from the Senior Leadership Team to help them deal with the more challenging pupils, when required.

PUPILS ARE EXPECTED TO:

● Learn and embody the school values
● Show self-respect, respect to staff, each other and their learning environment
● Demonstrate concentration, perseverance, motivation and valuing their own and others' learning
● Treat everyone fairly and equally
● Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to them whether they are inside or outside of school and also during all activities that take place off site
● Demonstrate a sense of community and shared values; adhere to anti-bullying procedures and report all incidents of bullying to a staff member
● Accept consequences when given
● Wear the correct uniform at all times
● Follow the Pupil Code of Conduct; being a good role model for other children

PARENTS & VISITORS ARE EXPECTED TO:

● Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
● Encourage respect for their child's school, staff and their child's classmates
● Show respect and support for the school's Anti Bullying policies
● Keep the school informed about any issues that arise that might affect their child's work or behaviour

- Meet with the class teacher or member of SLT when requested
- Co-operate reasonably with school staff and understand those who become abusive will be asked to leave the school premises.
- To use other strategies as opposed to using 'staff' as threats to admonish their children's behaviour
- Follow the Parent/Visitors Code of Conduct; being a good role model for their child

WHOLE SCHOOL SUPPORT SYSTEMS
In order to ensure that our school maintains high standards of work and behaviour, we will adopt the following systems and procedures:

- Constantly promote our values in ways that inspire children
- Ensure that children are taught how to self-regulate difficult emotions
- Ensure that daily reminders of caring, sharing and acceptance are given to the children through the general ethos and management of the school
- Ensure that clear systems are in place for children with social, mental and emotional health needs
- Publish specific children's behaviour targets and share with the child, all members of staff and parents
- Ensure that supply teachers and part-time staff have clear guidance on whole school behaviour management systems
- Provide training throughout the year when expectations of behaviour (and self-management and wellbeing within a whole school/class context) are established and negotiated.
- Ensure there is a paired class support system for teachers and children i.e. sending children to another class for their negative behaviours

Celebrating Good Choices
Our schools employ a number of rewards in order to promote positive behaviour and encourage positive social modelling.

- Dojo points – Children's everyday good choices and examples of effective learning will be rewarded via the online Class Dojo reward system. At the end of each half-term the top 20% scorers will be awarded a gold star badge and certificate. Children can also receive the gold badge and certificate for exceptional personal effort in their learning behaviours even if they are not in the top 20%.
- In-class Learning Posters where children can visually see how well they are doing and reward children for their good choices/acts. These posters also help children to make good choices. Parents and children are able to log-in to their child's Dojo accounts to view their progress.
- Positive Home Contact – Teachers will communicate with parents either in person or via Parentmail when a child is performing particularly well.
- Whole Class Rewards/Competitions – Classes will have the opportunity to win small prizes for their group effort in reading, attendance and playground behaviour.
- Social Responsibilities/Privileges – Children will be given the responsibility/opportunity to make positive contributions within the school society.
- Achievement Assembly where good choices are rewarded in front of the whole school community.
- Always Club, where children who embody the school values are rewarded with a special social club.
- Values Ambassadors - Children who attend Always Club have a chance of becoming Values Ambassador.
- At St. Andrew's and in association with The Worshipful Company of Weavers, we present the Vision Awards. This award is given to children who exhibit strong school values or effort in learning and curiosity about the world they live in. This is our most prestigious award and four of these will be presented at the end of each academic year. Each child will receive an engraved trophy and a bespoke activity/experience that is funded by The

Worshipful Company of Weavers.

CLASSROOM BEHAVIOUR MANAGEMENT - LEARNING POSTERS

At the SW9 Partnership we expect and encourage children to do their very best. Part of this expectation is that all children are *effective learners.* Every child at the SW9 Partnership is taught what being an effective learner means.
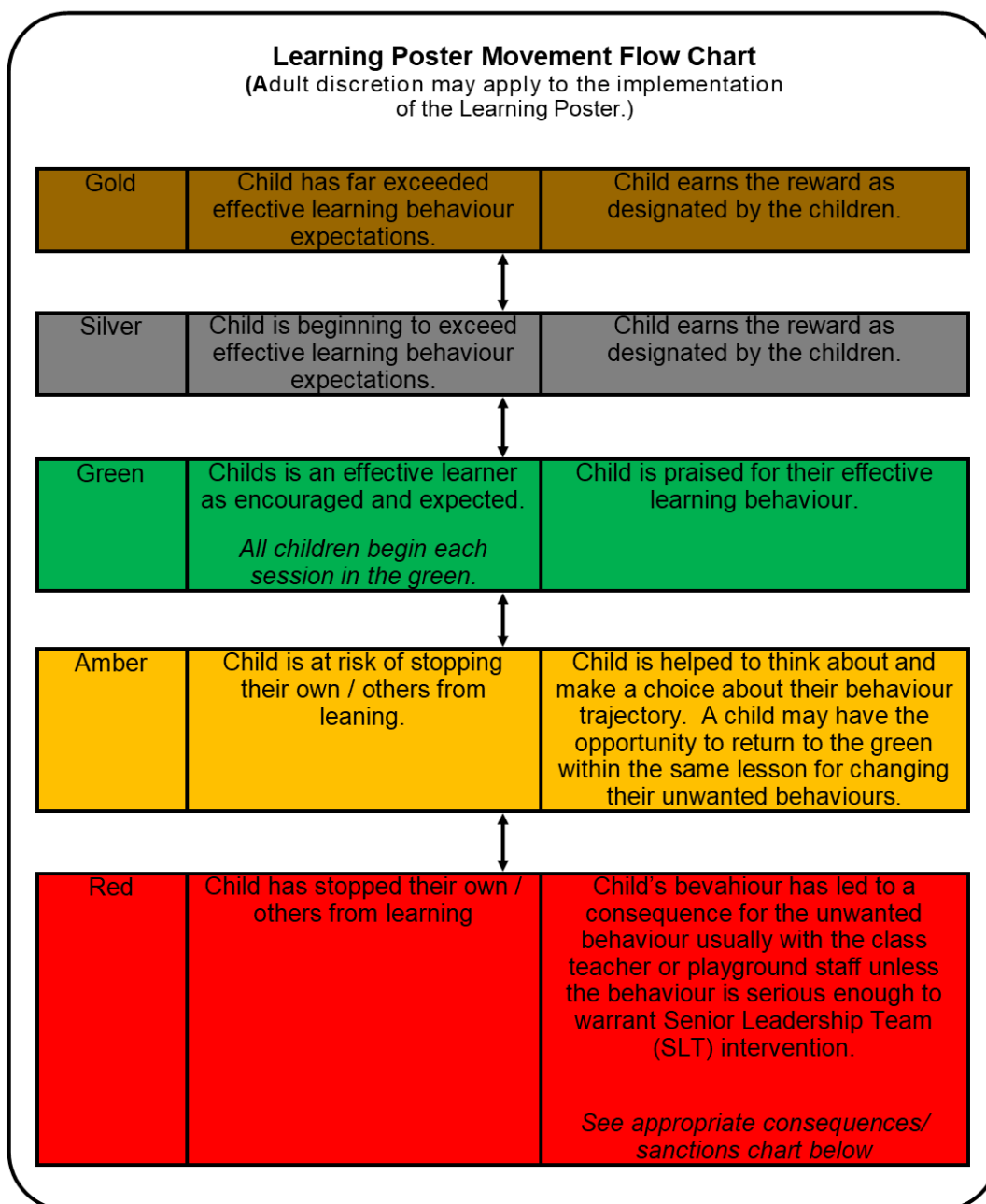
An effective learner:

- Actively listens to the teaching
- Begins the learning/task straight away, without any fuss
- Participates & tries their best with their learning
- Limits their talking to learning conversations
- Stays in their seat unless they have permission to move
- Ignores any ineffective learners
- Puts their hand up if they have a question or need help
- Is respectful and helpful to all peers and adults
- Learns from their mistakes

The Learning Poster is a system designed to encourage effective learning and help children take on more responsibility for their education by giving a constant visual indication of how well they are learning. It also encourages children to want to achieve far beyond what is expected of their learning behaviour. Each poster is bespoke and has been designed by the children themselves in order to foster ownership in the system but the 5 areas of movement remain uniform across the whole school.

All children will start with their name in the green at the start of every lesson. Children who display exceptional learning behaviour can rise up the Learning Poster to receive recognition and the associated accolades. If a child disrupts learning their name may move down to amber where they are given the opportunity to correct their behaviour and return to effective learning. If the child continues with the negative behaviour they may be then moved to the red, which will result in a consequence for the behaviour.

The flow chart below gives the example of how the learning posters operate:

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Learning Poster Movement Flow Chart
(Adult discretion may apply to the implementation of the Learning Poster.)

Gold	Child has far exceeded effective learning behaviour expectations.	Child earns the reward as designated by the children.
Silver	Child is beginning to exceed effective learning behaviour expectations.	Child earns the reward as designated by the children.
Green	Childs is an effective learner as encouraged and expected. *All children begin each session in the green.*	Child is praised for their effective learning behaviour.
Amber	Child is at risk of stopping their own / others from leaning.	Child is helped to think about and make a choice about their behaviour trajectory. A child may have the opportunity to return to the green within the same lesson for changing their unwanted behaviours.
Red	Child has stopped their own / others from learning	Child's bevahiour has led to a consequence for the unwanted behaviour usually with the class teacher or playground staff unless the behaviour is serious enough to warrant Senior Leadership Team (SLT) intervention. *See appropriate consequences/ sanctions chart below*

WORKING WITH CHALLENGING BEHAVIOUR

Throughout the SW9 Partnership, we endeavour to have a consistent approach to challenging behaviour, where each adult responds in a calm, measured way. Our first response to challenging behaviour is to use Non-verbal communication (NVC) or to praise the children who are making good choices in order to incentivise and encourage those children who are finding good choices more difficult to make. Adults will not shout at children, however raised voices may be used where appropriate for example, when averting danger.

The Table of Appropriate Consequences (appendix A) describes the range of classroom and playground interventions used in response to incidents of negative or disruptive behaviour.

CHALLENGING BEHAVIOUR LINKED TO POOR MENTAL HEALTH
We also understand that children's challenging behaviours are sometimes linked to Adverse Childhood Experiences (ACEs), poor mental health and/or trauma. For these children we use a Trauma Informed Schools (TIS) approach. A trauma informed school is one that is able to support children whose troubled behaviour acts as a barrier to their own wellbeing and learning. We aim to understand the reasons behind their behaviours and we work in a way that can help them to heal, grow and succeed. This approach places the child's wellbeing as the priority and where necessary we will adapt the main behaviour policy in order to help the child. Please visit https://www.traumainformedschools.co.uk for more information on this approach.

These children may also be given access to one of the school's in-house Special Educational Needs and Disabilities (SEND) provisions such as small psychoeducational groups, emotional literacy support assistants (ELSA) or qualified psychotherapists. This provision may also extend to the whole family in order to help the child thrive.

OFF-SITE BEHAVIOUR
Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. They may also apply to events that occur outside of school operating hours.

CONFISCATION OF ITEMS
Legally, the staff can confiscate items under:

● The general need to discipline – this enables a member of staff to confiscate, retain a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.
● The option to search without consent – for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks and other prohibited items. In addition, school staff can search pupils for articles that have been, or are likely to be used to commit an offence, cause personal injury or damage to property, or for any other item banned by the school.

POSITIVE HANDLING
The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of 'reasonable force' to restrain a pupil to prevent them:

● Hurting themselves or others
● Damaging property

Incidents of physical positive handling 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

Our clear and consistent positive handling policy has been created to support pupils who have social, emotional and behaviour difficulties within an ethos of mutual respect, care and safety. Please refer to the positive handling policy for further information.

EXCLUSION
For very serious misbehaviour the Headteacher has the right to exclude children from the school. In extreme situations in the absence of the Headteacher this may be exercised by the Head of School or the Deputy Headteacher. The process is complex and the school will follow the Local Authority advice in this matter (See table of appropriate consequences above).

BULLYING

Bullying may be responded to with a mix of practices from this behaviour policy and others such as the inclusion and anti-bullying policies. Each response will be bespoke to the individual case and both the victim and the perpetrator may receive intervention.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual / Sexual orientation / Genderbased	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or any homophobic/gender/sexual orientation targeted bullying
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

OUTSIDE AGENCIES

Close links are established with external support agencies, for example the School Support Units, Educational Welfare Officers, Educational Psychotherapists, Educational Psychologists, Social Services, Local Authority and Police. Parents will be made aware of any intended contact with outside agencies with the exception of some police and social services referrals, where informing the parents may put a child or a family member at risk.

LINKED POLICIES

- SEND and Inclusion Policy
- Anti-Bullying Policy

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- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Parent, Carers and Visitors Code of Conduct
- Mental Health Policy
- Values Policy

LEGISLATION AND STATUTORY REQUIREMENT
This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Special educational needs and disability (SEND) code of practice

	Table of Appropriate Consequences		
	● This is not an exhaustive list and incidents may be responded to on a case by case basis ● Adult discretion can apply Incidents in blue may apply inside and/or outside of the classroom		

Behaviour Classification	Behaviours	Appropriate Consequences	Comments
1. Minor Behaviour Incidents	● Calling out ● Wandering about classroom ● Interrupting/interfering with other pupils ● First minor act of not following instructions ● Other minor disruption in class ● (Minor) Excluding other children from games	● Eye contact/Non-verbal communication ● Reminders ● Verbal communication with reminder of the consequence for repeating the behaviour ● Change of seating ● Tactically ignore ● Brief talk with child during/at end of session ● Learning Poster (Amber) ● Up to 5 minutes shadowing staff member in the playground	● Not recorded ● No other staff member involvement ● After 3 repetitions within a small time frame then move to stage 2 ● TA & Teachers on duty deal with playground incidents
2. Moderate Behaviour Incidents	● Continued 'Minor' behaviour after adult intervention (up to 3x) ● Talking during silent work ● Unacceptable work output (one-off) ● Wearing of non-uniform jewellery ● Bringing in inappropriate toys, trading cards etc. ● Not handing in mobile phones or other electronic devices ● Upsetting other children ● Running in the school building ● Eating sweets in school ● Accidental damage through carelessness ● Moderate challenge to authority ● Accidental non-directed swearing ● Being in the building unauthorised ● Playing in the toilets ● Lining up issues ● Talking during hands up ● Playground skirmish	● Discussion with adult ● Use of Quiet Area/Concentration Station in class ● Writing a letter of apology during playtime/break time ● Child asked to leave the group to think/calm before returning to the group ● Up to 5 mins missing break/completing unfinished work/discussing behaviour with the teacher ● Repair/clean-up of damage caused ● Sweets or foodstuffs confiscated ● Jewellery, toys, cards etc. confiscated and returned to pupil in an envelope at the end of the day/week/term ● Teacher led class target chart ● Learning Poster (Amber/Red) ● Briefly talking with parent pre/post school or phone call to parent	● TA/Teacher on duty to report playground incident to class teacher ● Repeated incidents within a short time frame to be reported to appropriate senior members of staff ● Repeated incidents in general – refer to behaviour lead for discussion ● Repeated incidents – speak to the parent

	• Play fighting • Other moderate disruption	• Time shadowing staff member helping them to do their duties (adult discretion) • Child makes use of chill-out zone	
3. Serious Behaviour Incidents	• Continued 'moderate' behaviour after adult intervention (up to 3x) • Defying instructions/disobeying adults/ refusal to do set tasks • Deliberately throwing objects in class • Aggressive/disrespectful challenge/ignoring adults • Intentionally harming someone • Damage/rough handling of school property • Leaving class without permission • Stealing • Harmful/offensive verbal communication • Fighting • Aggressively pushing in the line • Reckless & dangerous behaviour • Unsafe during trips • Other serious behaviour on or off the premises/during or not during school hours	• Formal meeting with parents by class teacher/SLT • Sent out to another classroom or SLT office • Writing a letter of apology during playtime/break time • A behaviour target chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent • Learning Poster (Red) • Confiscation possibly as a result of a search (SLT must be notified of search) • Internal exclusion • Withdrawal from school events e.g. trips, discos etc… • Taken out of the playground to miss part or all of lunch with SLT • Parent asked to accompany child on trips	• Parents contacted and worked with • Incidents recorded on behaviour log • Reported to the appropriate senior member of staff • Repeated incidents within a short time frame to be reported to appropriate senior member of staff • Item that has been confiscated to be kept locked in the office and returned to the parent only, unless where we have stated it will be disposed of • Repeated incidents referred to behaviour lead
4. Very Serious Behaviour Incidents	• Continued 'Serious' behaviour after adult intervention • Repeatedly leaving the classroom without permission • Fighting • Intentional physical harm to other children • Threatening children who want to report wrong-doing • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse/swearing • Aggressive challenge to adults	• Formal telephone call/contact/ letter/ meeting with parents by above. • Possible recompense for damaged/stolen property from parent • 'Reparation within the community' i.e. tidying areas/helping adults in the dinner hall/reading with younger children etc… • A behaviour target chart monitored by appropriate senior member of staff on site copy sent home at end of week to parent • Possible denial of technology access rights	• Requires immediate involvement of Executive Head teacher/Head of School/Assistant • If persistent, liaison with school behaviour lead to identify whether behaviours being displayed reflect an

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Very Serious Behaviour Incidents (continued)	• Bringing the school into disrepute e.g. on a trip/during a workshop • Bullying of any kind (in/out of school) • Other Very Serious Behaviours • Racist/ homophobic incidents (1 day internal usually) • Leaving the school premises without permission • Malicious or inappropriate use of new technologies (see also ICT policy) • School intervention over time has proven mostly unsuccessful • Other very serious behaviour on or off the premises/during or not during school hours	• Withdrawal from whole school events e.g. trips • Internal exclusions either on site or to another federation site for a period of 1 to 5 days • Possible fixed term exclusion up to 15 days • Permanent exclusion	underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a mentor, and, where appropriate,referral to be completed to access additional services e.g. CAMHS.' • Incidents recorded on behaviour log • Parental contact recorded • Repeated exclusions should be brought to SLT to discuss. For persistent stage 3/stage 4 behaviours – SLT to complete a chronology of incidents to ascertain what other support may be put in place • Children placed on the 'at risk of exclusion register' • May require positive handling techniques if a child is a real danger to themselves or others (Trained staff only)

5. Extremely Serious Behaviour Incidents	- Continued 'Very Serious' Behaviour after adult intervention - Extreme danger or violence - Dangerous/aggressive challenge to adults - Verbal and/or physical abuse to adults - School intervention over time has proven mostly unsuccessful - Other extremely serious behaviour	Immediate Exclusion, internal, fixed term or permanent. Could be internal but held on another site for 3 to 5 days (where there are extenuating or safeguarding circumstances).	- Requires immediate iMay require positive handling techniques if a child is a real danger to themselves or others (Trained staff only) - Involvement of Executive Head teacher/Head of School/ Assistant Head - Parallel Procedures for out-reach services (PRU)

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