



*With friendship, trust and kindness, we fly!*



## **Behaviour Systems**

In the Swallowtail Federation we all follow three simple, easy to remember rules - **Ready, Respectful and Safe.**

These rules apply throughout the school day, both in and out of the classroom.

The rules are shared with each class at the beginning of the school year and regularly revisited through class discussions and collective worship. Children are reminded what each of the rules looks like “in action” and the rules as displayed in classrooms and around the school.

### **Rewards**

As stated in our behaviour policy we reward pupils for ‘the above and beyond’. In the Swallowtail Federation rewards take the form of:

Praise from an adult

Stickers/mini-certificate recognising ‘above and beyond’ in the 5 Rs (Responsibility, Reasoning, Resilience, Resourcefulness, Reflective)

A Golden Book/Superstar certificate presented in Friday family worship.

A conversation or phone call with a parent

House points

### **Consequences**

If pupils do not follow the behaviour policy, there will be a consequence. Consequences will be dependent on the unacceptable behaviour, however, we recognise a consistent approach is needed across the school to make this effective:

#### **1. Missed Learning**

- Where children miss learning due to behaviour, the class teacher will plan where this learning will be caught up, this may be during break/playtime or sent home.
- Where beneficial to a child's behaviour changing, use the restoration [picture guide](#).

#### **2. Disrespect**

- Where children are disrespectful, speak privately to the child explaining/modelling how people should be spoken to and why what was said was disrespectful.
- If behaviour continues, missed playtime/lunchtime to be put in place.
- Where beneficial to a child's behaviour changing, use the restoration [picture guide](#).

### **3. Disruption in lessons and at break and lunchtimes**

Staff will follow the following steps:

- Reminder from an adult about the behaviour they should be displaying. This should be private whenever possible.
  - A caution delivered privately making the child aware of their behaviour and outlining the consequence if they continue.
  - Speak privately to the child, giving them a final opportunity to engage. Use a mini-script, remind them of when they have displayed positive behaviour in the recent past with an example.
  - Move the child to another part of the room or playground, away from other children, for a couple of minutes to re-set.
  - Where disruption is ongoing and interventions above have not had impact, an internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents.
- 4. Being physically abusive towards pupils or staff; being verbally abusive towards pupils or staff or demonstrating threatening behaviour towards pupils or staff.**
- An internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents.
- 5. Deliberate damage to property**
- An internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents. Depending on the damage, the pupil may be asked to fix the item/s or a member of SLT may request the parent pay for the damage.

### **Internal Exclusions**

These will be issued as stated above. The time and length will be determined considering the following:

- The age of the child.
- Whether the child has additional needs.
- What the internal exclusion links to i.e. if lunchtime behaviour an internal exclusion would be best issued at lunchtime.

[An internal exclusion reflection sheet](#) will be completed with a [picture guide](#) to support where it better suits the child's ability. This sheet will be scanned and recorded as a behaviour incident on CPOMs.

All internal exclusions will be reported to parents.

### **Parent led internal exclusion**

If a child does not comply with an internal exclusion, but remains safe in school, the exclusion would need to happen with parents at the end of the school day on site completing [parent led internal exclusion reflection sheet](#). The same would apply where an incident happened in the afternoon and a suitable time for an internal exclusion could not take place. This sheet will be scanned and recorded as a behaviour incident on CPOMs.

### **Suspensions/Permanent Exclusions**

A suspension may be issued by the Executive Head/ Federation Deputy in accordance with [DCSF guidelines](#). A suspension/permanent exclusion will be issued where pupil behaviour cannot be amended or remedied by pastoral processes, or consequences within the school. Where pupil

specific risk assessments and behaviour plans have not been followed, a suspension/permanent exclusion may not be issued.