

Swan School Behaviour - Parent Guide

Our Approach to Behaviour

Visible consistency, Visible Kindness

Our vision for The Swan is a school where every day we have impeccable climate at atmosphere inside and outside of the classroom so all students can thrive. Every student at The Swan has the right to learn in an environment free from disruption, therefore we seek in all of our students impeccable behaviour in all aspects of school life. Every pupil reaching their potential is realised when students meet our very high standards of courtesy, respect for authority and self disciplined study. We do this by creating Visible consistency with Visible kindness. Visible consistency is what the students are getting everyday in our school and with visible kindness that is why it feels different!



School Values

At the Swan we have four simple school values: **Ambition, Dedication, Integrity** and **Kindness**. We believe everything can be drawn back to these four school values. We should refer to them at every possible chance when interacting with others in our school.

When the Adults change, Everything Changes

We have good systems in school but these are nothing without culture and we know the greatest force to influence culture in a school is adult behaviour, when this changes everything changes.

When each and every adult models the same behaviour across an organisation the aggregate of this quickly changes school culture, we therefore expect adults to clearly be the adult and to model the following behaviour:

1. Language, always expressed as a positive and permeated with politeness and good manners
2. Values, the school's mantra reinforced and promoted at any and every opportunity
3. Praise, given with specific reference to the process to develop mindsets so they embrace growth
4. Warmth, always wearing a smile, talking to students in corridors and welcoming at the classroom threshold
5. Forgiveness, we let go of negative emotions through restorative justice, every day is a new day and a new opportunity.

We know that when students in our school know the rules and associated consequences they can make the right choices. We show our care for students by having clear boundaries and issuing proportionate sanctions when they stray beyond them. This is The Swan 'tough love'.

Learning Culture - Classroom Routines

These are the routines that happen in every classroom. These routines are needed to create a consistent experience for students. The collective power of everyone focusing on these routines is we change culture quickly, students will know what happens at The Swan as a whole rather than in specific classrooms. This is how we do things at The Swan School.

Respectful address	Our teachers are addressed as either "Sir" or "Ma'am" (when not called by their full name). Ma'am (not Miss) is the respectful equivalent to Sir
Handshake meet and greet	<ul style="list-style-type: none"> Teachers outside their classrooms at the start of lessons monitoring students conduct between lessons As pupils arrive teachers greet them and offer a handshake Students enter and take their seats and start the 'individual' retrieval practice
START and END	<ul style="list-style-type: none"> Every lesson starts with individual retrieval practice and the 'Ready to Learn' student routine for handing out equipment <p>'Ready to Learn' student routine</p> <ul style="list-style-type: none"> Students enter silently and place coats and bags on the back of their chair All classrooms are laid out with 32 desks, 4 rows of chairs with 8 in each row, split in the middle. The person on the inside left (1st seat on the left of the split) is in charge of getting the 8 books for that row from the box on entry, and putting them back in the box at the end Books go in the box with the back 8 at the bottom through to the front 8 at the top (this will work with alphabetical seating). Immediately on entry those 4 students go and get the books from the box Everyone else comes in and immediately sits down and gets equipment out Students then pass books down the rows in silence. Start retrieval practice (on board) as soon as they have their books. At the end of the activity staff complete registers before commencing. When students are dismissed they are in small groups silently stood behind desks (teacher does this by the door to keep an eye on the corridor)
Warning Script	<p>We believe in creating a common language of expectation and using scripted interventions to de escalate behaviour. When students are given a warning staff should use the following script to deliver:</p> <ul style="list-style-type: none"> I noticed that..... you were talking across to another table This is not showing..... (Ambition, Dedication, Kindness, Integrity) This is now your warning. But now I need you.. Working individually
Seating plans	Seating plans must be conducive to learning so we can create the best learning environment possible. Students should not be sat in friendship groups or pairs.
Working Conditions	<p>Every task should be set with a clear working condition to get the best from each activity:</p> <ul style="list-style-type: none"> Individual <ul style="list-style-type: none"> Individual work means exactly this, students work alone and in silence. Staff will indicate to students when they can use other means to get unstuck and then the silence will lapse. Pair <ul style="list-style-type: none"> Pair work means working with one other person only, using private voices and there will be no interaction beyond the pair. All interactions will be work related. Group <ul style="list-style-type: none"> Group work means working within the group only, using private voices and there will be no interaction between groups. All interactions will be work related.
Eyes, Ears and Track (hand signal)	To ensure consistency all staff get students quiet using the language above. This avoids teachers having to shout to
Best Conduct First Attention	At The Swan School we believe in making the majority famous in our school for doing the right thing. We look out for the BEST CONDUCT and give it FIRST ATTENTION by making students publicly aware. Only then do we turn to address poor behaviour

Recognition Systems

We believe in celebrating excellent behaviour, effort, and achievement. We recognise our students for making positive choices.

One of our core values is integrity and believe in students having intrinsic rather than extrinsic motivations for good behaviour. In other words, we want our students to make good choices, not because they think they will win a prize but because they know it is the right thing to do. We therefore have an ethos of 'Now That...' rather than 'If Then...' rewards. This means that we recognise and celebrate children once they have done something brilliant, rather than offering up a prize as an incentive from the start.

House points

When students are displaying the school values they may receive house points. This is logged through the schools bromcom management system. Over each term house points will be tracked and shared in assemblies, with points available for house competitions, culminating in prizes at the end of the term.

Positive postcards

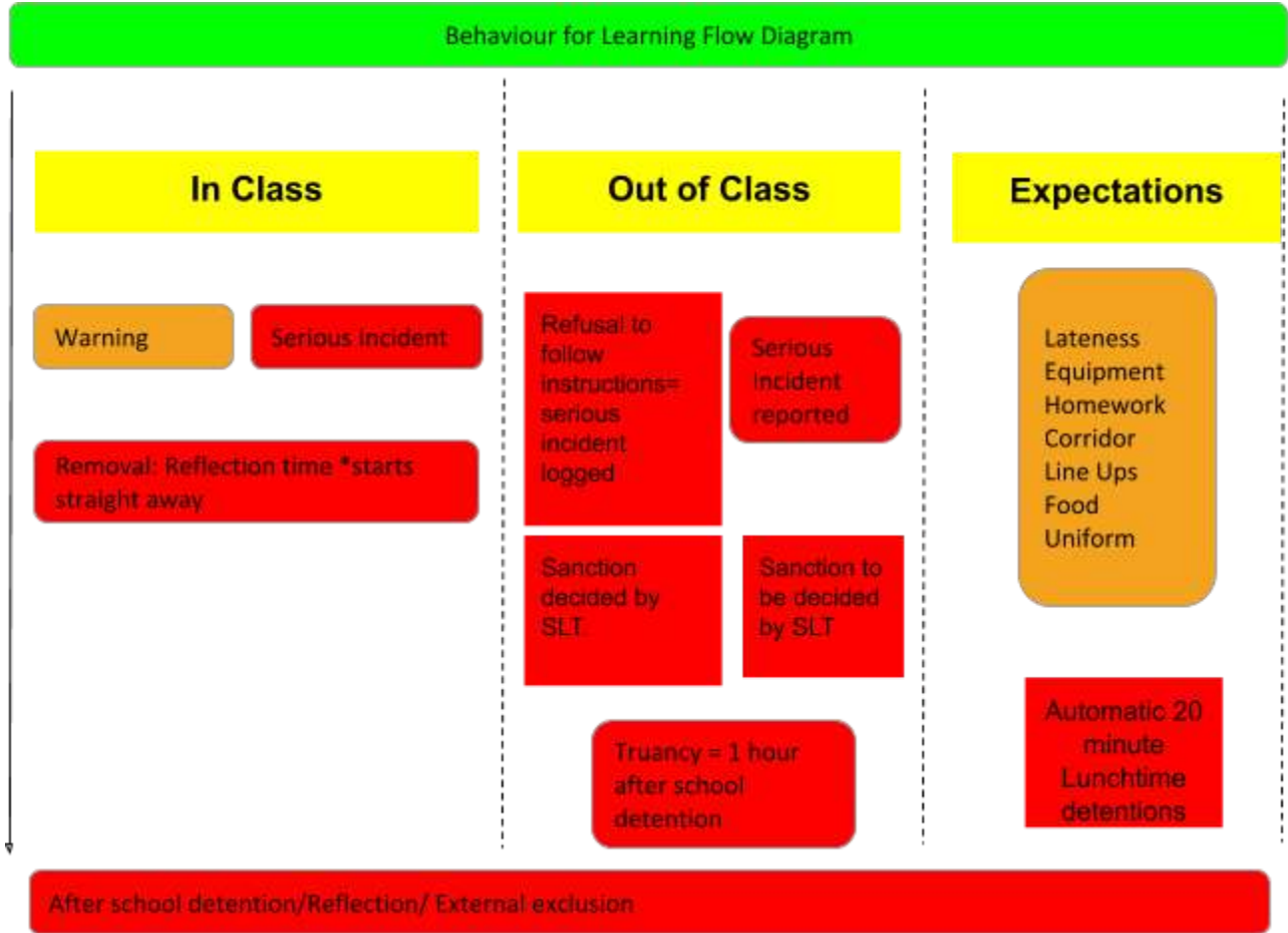
When students go above and beyond teachers may award them positive postcards by completing the online postcard form. We praise the process and link it to our school values. When submitted it triggers an automatic email home to parents and the postcard is then handed out during form time.

Other recognitions

Students may also be recognised at various points throughout the year for sporting excellence, academic excellence or for their involvement in an elective.

Behaviour for Learning Systems

*failure to complete your sanction will mean an escalation to the next level. E.g if you have a lunchtime detention and you do not attend it will go to an after school detention.



Expectations

20 min lunch-time detention	<p>Failure to meet basic school expectations:</p> <ul style="list-style-type: none"> • Arrive on time / Complete all homework / Be fully equipped / Silence in corridors and at line-up
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Classroom

In the classroom, staff will build rapport with students, plan lessons conducive to deep learning and making progress over time and support the school's culture by enforcing our classroom code. Staff have the authority to enforce the rules by giving students automatic expectations detentions, removing students for serious incidents and by following the engagement system.

WARNING	A 'warning' clearly and firmly given to a student that their behaviour is unacceptable and needs to change. We will refer to the school values making the right choice because they are on the edge of a consequence. All staff will use the warning script. There may be occasions when the script is not used.
REMOVAL	Active classroom support will be called for a removal and the student will be collected to go to a staff office. The automatic consequence of this is 24 hours in reflection time. When a student is removed from class parents will be informed.

Outside the Classroom

Students will be given instructions to follow and they are expected to follow them for the first time. Incidents of students not following instructions first time are taken seriously and should be logged as an incident. Other more serious incidents may be logged, examples are below:

Type of Behaviour	Possible Examples
Disruptive Behaviour	Shouting, swearing, running inside, rowdiness, blocking doors, browding spaces, disturbing lessons in progress
Disrespectful Behaviour	Littering, refusal to cooperate with an adult,
Anti-social Behaviour	Confrontation, offensive language, physicality, theft, refusal to cooperate, vandalism, bullying, smoking, graffitti

Once logged sanctions are then decided depending on the incident. Parents will be informed via a phone call if they are involved in a serious incident.

Other Behaviour Guidance

	Rationale	Possible consequence
Uniform	During school hours, we expect all students wear their school uniform correctly, and look smart, and take pride in their school. This helps us instill our professional learning environment and minimises differences in appearance between students, which can be exploited.No student will be in circulation if they do not meet our uniform standards.	If a student is not wearing the correct uniform it will be dealt with immediately by the teacher. Where possible issues will be rectified, e.g shirt tucked in, item confiscated. If it cannot be dealt with immediately e.g. incorrect footwear, then students will be expected to borrow a spare pair (resulting in an expectations detention). Failure to borrow will result in reflection until the issue is resolved.
Mobile phones	Students are welcome to carry a mobile phone for the journey to and from school, but they must be turned off and stored in a bag or the school office during the day. This is to avoid distractions from learning, the influence of social media, bullying, and theft.	Any mobile phone that is seen or heard will be immediately confiscated until the end of term. Parents will be required to come in for a meeting.
Silent transition	Students are expected to move in silence around the building and between lessons. This ensures that our corridors are calm and safe, reduces lost learning time, and prevents other lessons being disturbed.	Making noise in the corridor breaks one of our basic expectations and will result in an automatic lunch-time detention.
Line up	Students line up three times per day - at the start of the day and at the end of breaks. This allows us to mark the transition between play and learning time so that students can work to the best of their ability in lessons. Line ups are also a time when we can inspire students and give them notices.	Failure to meet our expectations at line-up breaks one of our basic expectations and will result in an automatic lunch-time detention.
Food	Students are not allowed to bring any food onto school site that is not from the school canteen. We want to ensure that students eat healthily and fully participate in our family dining.	If a student is seen with food, it will be confiscated and an automatic lunch-time detention logged.
Conduct outside school premises	We expect our students to be positive members of our local and global community. When they are in uniform, students are ambassadors for our school, even when they are not on our school premises.	We will when necessary use consequences where behaviour falls below an expected level off the school site. This includes to and from school, travelling to and from school on the buses, when wearing school uniform in a public place, and on activities arranged by the school such as work experience, college courses, educational visits and sporting events.