

Cwmrhydyceirw Primary School

Behaviour Policy

Aims

It is a primary aim of Cwmrhydyceirw Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect between pupils and the adults who work with them. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Each class draws up a number of agreed rules for behaviour, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others and is reflected in part of our school motto – 'Caring for Each Other' (Cofio helpu ein gilydd). We treat all children fairly and apply this behaviour policy in a consistent way.

We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. As a school, we recognise and promote good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Cwmrhydyceirw.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher will also keep records of all reported serious incidents of misbehaviour including bullying and racism. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that agreed rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly, and enforce classroom rules consistently. Teachers will treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as

calling out or disrupting the class. If a child misbehaves repeatedly in class, the class teacher must keep a written record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher should seek help and advice from the phase leader, the deputy headteacher or headteacher where appropriate.

The Family Liaison Officer is employed by the school to support children who, for a variety of reasons, find the school environment challenging and, where appropriate, it may be beneficial to involve her in supporting positive behaviour.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff have the same role to play as class teachers and should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents are expected to adhere to the school's expectations regarding behaviour and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the deputy headteacher or headteacher if appropriate.

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Organisation

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be presented neatly and prominently displayed in the classroom.

Circle Time/SEAL

- All classes use Circle Time and PSE sessions as a tool for promoting positive behaviour. Circle Time and PSE sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings including house points, stickers, certificates etc.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week one children from each class are nominated to receive a certificate in the Seren yr Wythnos (Star of the Week) assembly to celebrate good behaviour, attitudes and achievement.

- Notes and texts are sent home to parents/carers to celebrate positive behaviour and achievements.
- The Headteacher actively encourages staff members to send children to him for good behaviour, improved attitudes to learning, and outstanding achievement.
- Cwmrhydyceirw expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the deputy headteacher or headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the deputy Headteacher or headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 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.
- Racist incidents will not be tolerated in any form.

Age Appropriate Sanctions

- All staff will log, in planning files, incidents of unacceptable behaviour.
- Teachers need to ensure all staff, particularly midday meal supervisors know that a child is under sanction or has behaviour targets.

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to a thinking chair in Early Years.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head, Deputy and Parents/Carers.

Foundation Phase

- Teachers warn children verbally if their behaviour is inappropriate.
- If behaviour does not improve they are sent to time out for 4 minutes. If calm and returned to expected behaviour name moves to 'sun'. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers with the Headteacher or Deputy to talk through ideas for a solution.

Key Stage 2

- Try to diffuse the situation
- Teachers warn children verbally if their behaviour is inappropriate.
- If their behaviour continues the child receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- The teacher might also decide to make the child stay in at playtime.

Playground Expectations

- Expectations for playground behavior are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they can not go to the small playground as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher or the Deputy Headteacher.
- Positive behaviour is rewarded with raffle tickets which are put in a classroom positive behaviour box. This is brought to reward assemblies and a draw is completed for certificates.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Midday meal supervisors write concerns on the whiteboard in the staffroom with children's initials.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

September 2017

Review Date: Autumn Term 2019