



**TAFF BARGOED
LEARNING PARTNERSHIP**
'Learning and Growing Together'

Behaviour Policy

Introduction

Within the Taff Bargoed Learning Partnership, our behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure; and is able to learn and reach their full potential. The welfare of all Pupils is paramount.

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. It aims to allow everyone to work together in an effective and considerate way with respect.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unwanted behaviours. This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

At our school all pupils are encouraged to develop a respect for themselves, others and for the diversity of others within society. This is done via a range of different methods, with a strong focus being placed on promoting the need for rights and responsibilities. We also endeavour to address this throughout the curriculum. The Staff in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

As a school we believe children respond best to praise and therefore we use a positive reinforcement system in order to create the ethos within the school which influences positive behaviour. The quality of relationships within the school between teaching and non-teaching staff, parents and other adults will set an example for children to follow.

Equally important is the respect shown to children by adults. Where teacher expectations are high, children will respond positively.

There are clear links between the quality of teaching and teachers' expectations of pupils and pupils' behaviour. Where teaching is good and engages pupil interest, behaviour problems in class are fewer. Research has highlighted that the environment has an influence on children's behaviour e.g. a bright interesting school with stimulating displays valuing and celebrating children's work; a sense of neatness.

Standards of behaviour differ widely between schools and we feel that it is important to examine reasons for this and attempt to disseminate features of good practice across school boundaries. To this end we hope to utilise our links with other primary schools and secondary schools, to which our pupils transfer. It is rare to experience inappropriate behaviour in class but staff, with their pupils, develop class charters and establish rewards and consequences. Rewards and consequences apply throughout the school and there is a consistent approach to this across the school.

The staff at the school are required to follow this policy, which encourages a pupil centred approach to behaviour management, wherever possible, with a strong emphasis on the positive.

Aims and Expectations

Within the Taff Bargoed Learning Partnership, we aim to create an environment that actively encourages and fosters desirable behaviour rather than adopting isolated practices to deal with problems. Within this context the recognition and reinforcement of positive behaviours is paramount.

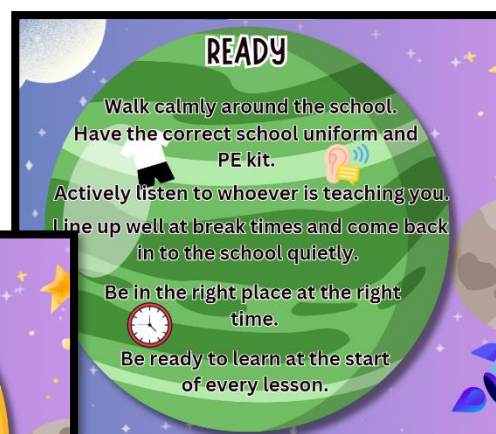
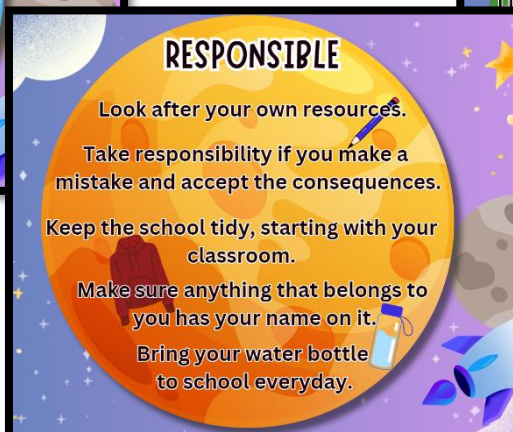
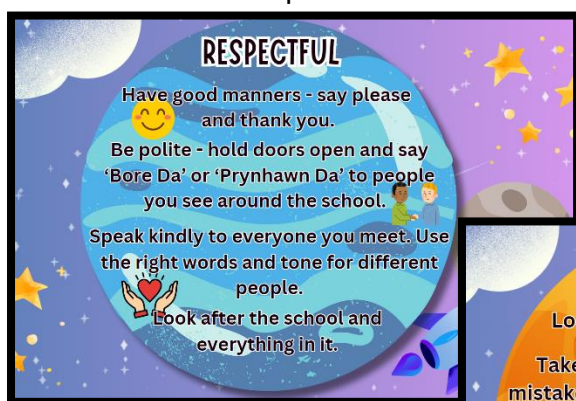
At our school:

- We create a positive climate with realistic expectations.
- Promote behaviour through, honesty and respect.
- We focus on promoting the rights of the child and, in doing so, encourage children to think about and consider their responsibilities when at school.
- We are pupil centred and aim to establish an environment where the pupils experience the success of doing something well.
- Focus is directed at causes of behaviours rather than symptoms.
- The staff have pride in the school and high expectations of the pupils.
- Teachers develop respectful and positive relationships with pupils in order to understand their needs and causes of any unwanted behaviours which may be demonstrated in class
- Critical review from school members and outside sources is welcomed and evaluated.
- Pupils are encouraged to feel a sense of pride and loyalty towards the school.
- Teaching and learning activities continue to improve in order to reach more pupils therefore reducing the possibility of pupils becoming disengaged, leading to lower levels of disruption.
- A range of wellbeing interventions to support behavioural issues are available and utilised to support those in most need
- Environmental and social issues are addressed both inside and outside the school so that behaviour inside the school environment is reflected at home and in the local community.
- Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contribution of all.
- Promote citizenship with an understanding of rules, rights and responsibilities.

N.B. We must always bear in mind the corporate responsibility of the whole staff (both teaching and non-teaching) in the maintenance of the ethos and behaviour at school. All staff have a duty to secure high levels of behaviour across the school.

Whole School Rules

As a school we recognise that, whilst individual classes will develop their own routines with Pupils, it is also important to have a whole school consistent approach to expectations of behaviour. Within the school we use; Respect, Responsible and Ready to Learn as a 'mantra' amongst our Pupils to remind them of the expectations of their behaviour.



Rewards

We recognise the importance of fostering an environment that rewards and engages positive behaviour in pupils. Pupils should be rewarded for positive attitude, behaviour and effort with work. Teachers congratulate and praise the pupils on a regular basis at the school, as well as implementing a number of incentives that assist us in achieving our aims. These incentives include examples such as:

- Staff congratulate pupils for their positive contributions.
- We give special recognition in assemblies for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The Headteacher also presents a special Headteacher award for Pupils demonstrating excellent behaviour within the school.
- Rewards and incentives are used across the school in the form of Dojo points and money for the school bank. Any adult in the school can award a dojo for good work or effort. When a pupil has 20 dojo points, they exchange them for a bank note which can be saved and spent in the school shop, or saved towards a whole class reward.
- Individuals may also be given special stickers or effort cards for work, effort or acts of kindness.
- Acknowledgements of pupils' achievements outside school are also shared in class or assembly times.

• Good to be Green Scheme

As a school, we have a consistent approach to managing behaviour through the use of our 'Good to be green scheme'. This scheme utilises child friendly resources to focus on class behaviour and track those pupils who find it harder to meet the school's expectations. The scheme is very visual and allows our Pupils to see how they are doing in class. All children start each day on a 'green'; card which is a fresh start for the day ahead, regardless of what may have taken place the day before. Staff are then able to utilise a range of other cards to help keep Pupils on track with their behaviour.

A 'Stop and Think' card may be used as a gentle reminder of the expectations of their behaviour class, which could then be followed by a yellow card if the behaviour persist. By demonstrating good behaviour, pupils are able to work their way back to a green card during the school day. A red card is the final step in the scheme and this would result in a consequence (see below). The school does not use this system to embarrass children or to make a point of children; where there are individuals who may be struggling with their behaviour on a more frequent level, more bespoke strategies (following PBS tools) may be more beneficial to use to tackle the unwanted behaviours. See Appendix A for our staged approach for using these cards.

• Rewards for good behaviour – ClassDojo, School Bank, Lunchtime Awards

Within the school we value the importance of promoting a culture of positive behaviour and rewarding this when it is observed. Across the school we utilise the platform 'ClassDojo' in order to reward pupils who show various values and behaviours in class. Pupils are able to collect points for various reasons (e.g. independence, kindness, respect etc.) and then able to exchange these points into school bank notes which can be saved up or spent in the school reward shop, or saved towards a class reward.

• Rewards for good attendance

Within the Partnership, as well as it being a legal requirement, we believe that regular attendance at school has a very positive impact on children's behaviour. Therefore we try to encourage our pupils to attend school as regularly as possible. In order to encourage this, children who exhibit high attendance levels are often rewarded with additional playtimes. Children collect reward stickers for good attendance with prizes given out when they have reached 10 full school weeks. There is also a Termly '**Class of the Term**' movie morning, for the class with the best attendance over a half term.

- **Weekly celebration assemblies linked to achievement, attitudes and effort.**

Celebration assembly allows for the presentation of certificates awarded for exceptional behaviour and work. Achievements from outside interests are also celebrated during this assembly (where appropriate). We believe that our pupils' achievements and awards should be celebrated and that this celebration brings a sense of unity throughout the school.

- **Star of the Week**

In order to encourage pupils to maintaining high levels of behaviour/achievement in class, teachers select a star of the week each week. This may be awarded to pupils who have made big improvements in their work or behaviour or may have done something which deserves recognition. By celebrating these sorts of examples of good behaviour, other pupils are encouraged to think about their actions and work towards achieving this award.

- **Golden Time**

As a reward for those pupils demonstrating consistent good behaviour at school, we recognise that this should be rewarded. Within the school we operate a Golden Time session on a Friday afternoon which celebrate and incentivises good behaviour across our school. During this time Pupils are provided with a selection of activities that they can partake in.

- **Promoting Welsh Language**

Within the school also promote the use of Welsh language amongst our Pupils and achieve this by implementing range of strategies such as 'Brenin/Brenhines yr Wythnos' and Class/Whole School 'Tocyn laiths'. We also promote the use of Houses which are linked to promoting Welsh culture and teamwork.

Consequences

Clear guidelines exist for pupils and all staff as to what constitutes as unacceptable behaviour and these are consistently applied across the school. We agree that the best way to improve behaviour within our school is to focus on the motivational strategies previously described. However, there will always be children who, no matter the systems in place, will find difficulty in coping with everyday school life.

We use person centred approaches to allow teachers to build relationships with, and tailor their approaches to individuals within classes, but this does not mean that consequences are not utilised when necessary. It is about understanding that all children's needs are different and our staff use a range of tools and approaches to both reward and deal with behaviour at school.

We must acknowledge that some behaviour cannot be ignored and that staff will always act in a way which protects the well-being and welfare of Pupils and other members of the class, at all times. Pupils are made aware that there are consequences for unacceptable behaviour. A key consideration is that any consequence must:

- Provide the opportunity for all pupils to learn from and improve their behaviour
- Ensure the rights, safety and wellbeing of staff and pupils is maintained, whilst balancing the rights of the offending pupil.
- Assist pupils who exhibit unacceptable behaviour to accept responsibility for themselves and their actions, and support them in developing strategies to improve this in the future.

Within the Taff Bargoed Learning Partnership we utilise a range of consequences that can include:

- Calm/Safe spaces for children to de-escalate their behaviour
- Notes home/Parents informed
- Withdrawal of privileges
- Reflections time for reflecting on behaviour incidents and restorative practices
- Referral to senior members of staff, including the head and deputy head teacher

Minor Misdemeanours – Stop & Think / Yellow Cards

When minor acts of misbehaviour occur it is expected that the class teacher will deal with the problem. Often, a simple reminder or tactic such as diverting the child to a different activity within the classroom can alleviate the problem.

However, there will be occasions when these strategies will not have the desired effect. There may be times when the use of a yellow card may be necessary. This could include actions such as removing the Pupil from the classroom to minimise disruption to the rest of the class and allow them a safe space to de-escalate their behaviour. It is never acceptable to send a child out of the classroom without supervision or without a purpose for the withdrawal (e.g. a child may have become difficult to manage and a change of surrounding is suitable action to support).

Appendix A outlines our staged approach for dealing with behaviour at different levels and this is used by staff to ensure a consistent approach to managing behaviour within the school. For the most part, children who are placed on a yellow card will quickly correct their behaviour in order to return to the green card.

***Major Misdemeanours – Red Card**

Major misdemeanours or behaviours of a serious level will warrant a red card or other appropriate sanction. Behaviours such as theft, vandalism or constant disruptive behaviour are extremely rare at the schools within our Partnership. However, where these sorts of behaviours occur, they require sanctions which are in line with our graduated response to behaviour.

Our staged approach to behaviour can be found in Appendix A and outlines the sorts of behaviours that would warrant a red card within school. For all Pupils who are issued with a red card, time is given for the pupils to reflect on their behaviour and consider how they can change this in the future. At an appropriate time SMT staff members will engage with the pupil to talk about what happened. Pupils will be encouraged to think about:

- Why has this behaviour happened? / What did you want to happen?
- How were you feeling when this happened?
- Who has been affected by what you did? How?
- What strategies could you use next time/do to make this better?

Where any behaviours involve another pupil/s, they may also be spoken to.

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These strategies help us to develop a restorative approach for our pupils, where things can be sorted in a more amicable way with understanding from all parties.

Exclusions

Exclusions are never a first resort and are only used in the most extreme cases. We do not wish to exclude any child from school, but sometimes this may be necessary. Exclusions are used for the following:

- in response to serious breaches to the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner, staff or other learners in the school.
- where physical, actual, serious or threatened violence against another learner or a member of staff has taken place

The school follows LA and Welsh Government guidance when issuing exclusions.

- Only the Headteacher has the power to exclude a child from school.
- If the Headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- Upon return to school, a meeting will be organised with the Parents of the child involved in order to look at how the child can be supported moving forward.

The role of the Class Teacher

It is the responsibility of the class teacher to ensure that class charter, developed by Pupils in each class, is followed. Class teachers have high expectations of children in terms of behaviour, and they strive to ensure all children work to the best of their ability. The teacher treats all children in their class with empathy and understanding; and all members of staff receive PBS training and updates. We aim to tackle disruptive behaviour by examining the causes and finding solutions, rather than the use of an immediate punishment.

The Role of the Head Teacher

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 head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the expected standards of behaviour, and by supporting the staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and in school. We explain the school ethos to parents in the school prospectus, and we expect parents to read and support this. We expect parents to support their child's learning, and to co-operate with the school, as set out in home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately should serious concerns arise.

Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors.

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour policy.

Monitoring

The head teacher and senior management team are to monitor the effectiveness of this policy on a regular basis. The governing body is kept aware of the implementation of the policy and of any changes made, should these become necessary.

Appendix A – Staged Approach to ‘Good to be Green’

As a school we aim to be consistent in our approach to managing behaviour and have put in place guidance to support staff in ensuring that the use of warning and consequence cards, as part of the scheme, are used consistently. Please see below our expectations of behaviour and the various levels of where staff utilise the ‘Good to be Green’ system.

Level 1 – Stop and Think Card	<p>Low level disruption including:</p> <ul style="list-style-type: none"> • Getting out of seat regularly • Rocking on chairs after being asked • Not listening/paying attention • Pushing/shoving in lines • Running indoors • Distracting others • Talking at an inappropriate time or asking inappropriate questions to distract. • Interfere with others work or property • Deliberate damage (pencils) • Leaving the room without permission • Telling untruths to get others in trouble.
Level 2 – Warning Card (Yellow)	<p>Behaviours that are shown which are persistently and issue or constantly having to be given reminders including:</p> <ul style="list-style-type: none"> • Encouraging others to misbehave • Answering back constantly during a lesson • Questioning an adults decision or request • Refusing to obey instruction initially • General disrespect shown to staff
Level 3 – Consequence Card (Red)	<p>It may be the case that a child persistently being given a red card may need a more substantial behaviour support plan to help them. Actions include:</p> <ul style="list-style-type: none"> • Where yellow cards are having to be given at least 3 times in a session. • Using obscene or explicit language in class and towards staff/pupils • Verbal abuse of adults • Insulting others using racist or homophobic language. • Damage to property with intent. • Physical or violent assault causing injury* • Sexualized behaviour or assault of another* • Persistent bullying including homophobic, racist threats and abuse * <p>* ‘Red’ at this level would result in an immediate exclusion</p>