



Ysgol Gynradd

Llantrisant

Primary School

Behaviour Policy

YSGOL GYNRADD LLANTRISANT PRIMARY SCHOOL

Behaviour Policy

Introduction

The purpose of this policy is to outline the nature and practices used at Llantrisant Primary School to encourage pupils to have respect for themselves and one another, and to do so in a spirit of thoughtfulness and humanity.

In conjunction with staff and pupils, the following aims were identified as being important aspects in promoting and managing behaviour within Llantrisant Primary School.

It is a primary aim of our 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 for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is able to achieve their full potential.

By providing an environment where these qualities thrive, we will have an environment where every child can succeed socially and educationally.

General Aims and Principles

The aims of Llantrisant Primary School's Behaviour policy are to:

- a. promote good behaviour and respect
- b. prevent bullying
- c. regulate the conduct of pupils
- d. ensure that the whole school community; governors, parents, staff and pupils, understand the importance of high standards of behaviour
- e. to support the school community in aiming to allow everyone to work together in an effective and considerate way
- f. have 'emotionally available adults' trained and available to support pupils behaviour and wellbeing within the school
- g. enable children to develop a sense of what is right and wrong, encouraging them to become responsible and empathic members of our school

Expectations

Un Llais have worked in collaboration with staff to share the views and opinions of pupils within the school. Together the school has produced a number of rules.

The school has a number of school rules, which are designed to be a positive 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.

SCHOOL RULES

We always respect each other
We are kind to each other
We give everyone a chance to learn
We listen to other people's ideas
We always come to school on time
We walk when indoors

The school expects:

- every member of the school community to behave in a considerate way towards others,
- everyone to treat all children fairly and apply this behaviour policy in a consistent way,
- children to listen carefully to instructions in lessons,
- children to try their best in all activities,
- children to be considerate and co-operative with every member of the class,
- parents to support the school in the implementation of its behaviour policy

This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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.

Bullying is not tolerated in any form. It is dealt with immediately. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and sanctions are applied to the perpetrator. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Strategies

Whole school ethos of positive wellbeing

Staff within the school use a whole school approach to positive health and wellbeing, showing a clear understanding of how both positive wellbeing and a lack of emotional stability impacts children in their day to day lives.

The school has two trained THRIVE practitioner as well as a trained Trauma Informed Schools practitioner. Additionally all staff have access to wellbeing training and support.

As a school, we praise and reward positive behaviour as well as valuing the importance of modelling good behaviour and developing positive relationships.

As the needs of all pupils differ, an empathic and trauma informed approach to behaviour management is adopted.

Strategies to support positive behaviour

This is a system whereby we try to modify children's behaviour by giving them a clear set of guidelines to follow. If children follow the rules, they will be rewarded. By doing this, it is hoped that children will enjoy the rewards and hope to repeat the experience. Children will be shown that rewards will always follow good behaviour.

Alternatively, there will be sanctions for poor, anti-social or disruptive behaviour. Children will know what these sanctions are from the outset and so will always be aware of what will happen if they misbehave.

When a child breaks a rule they are informed that they have chosen to break the rule therefore they are choosing for a sanction to be applied. Thus, it is continually being reinforced that the answer to a child's poor behaviour lies in his/her own hands - they need to choose not to break rules.

Children are taught the school rules, which are displayed in all classes.

Children are reminded of the school rules when appropriate. Periodically the school rules will be reviewed by Un Llais.

Teachers will be consistent in applying the strategies to support positive behaviour management.

Rewards and Sanctions

Rewards

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

- teachers praise children;
- children are given stickers/house points/dip in the box for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- rewards in assembly/ Seren Yr Wythnos

The school acknowledges all the efforts and achievements of children, both in and out of school and these are celebrated in class and assembly.

The class teacher discusses the school rules with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. Praise should be often and heard far more often than other comments. Where a child has been chastised for not working, the teacher should be quick to give genuine praise when that child is seen on task.

Sanctions

If a child misbehaves, a sliding scale of sanctions will be implemented.

- Tactical ignoring- deflecting inappropriate behaviour by drawing attention to appropriate behaviour
- Encourage pupils to access the 'calming down' box or take time out
- Non-verbal warning
- Draw attention to the class rules (Class Charter)
- The child is talked to quietly, in class where possible, to question why they are choosing to break an agreed rule.
- Their position in the class is changed, e.g. to another group
- The child sits in a position close to or next to the teacher.
- The child is talked to quietly, outside the class where possible, to question why they are choosing to break an agreed rule
- Removal from the classroom under supervision, where possible.
- Loss of privileges
- Class teacher would speak to the parents
- Referral to the Head teacher.
- Meeting is arranged between the parents, the child and the head teacher.
- Fixed term suspension
- Permanent exclusions.

Serious misbehaviours will automatically involve the child's parents being contacted and discussion of the incident being undertaken with all parties. This may then involve the use of a behaviour contact/behaviour plan, home book and possible ALNCO involvement.

As there is frequent communication between teachers and parents at the beginning and end of the school day, the parents can be informed of any concerns immediately. This must be done discretely and not in front of other parents.

All members of staff are aware of the regulations regarding the use of physical intervention by teachers after "Team Teach" training. Incidents of misbehaviour that result in a physical restraint will be recorded in the Team Teach file.

An "incident file" is kept on the school server and is updated when an incident occurs.

The role of the class teacher

It is the responsibility of the class teacher to:

- Establish a positive teacher/pupil relationship
- Provide children with good role models
- Show empathy and compassion to all pupils
- ensure that the school rules are enforced in their class, and that their class behave in a responsible manner during the school day
- have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability
- treat each child fairly and enforce the school rules consistently
- treat all children in their class with respect and understanding

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

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

The role of the headteacher

The Headteacher has overall responsibility for:

- implementing the school behaviour policy consistently throughout the school

- reporting to governors, when requested, on the effectiveness of the policy
- ensuring the health, safety and welfare of all children in the school
- Retaining records of all reported serious incidents of misbehaviour
- supporting staff by implementing the policy
- giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- support the school's behaviour policy as high standards of behaviour support high standards of achievement
- not undermine the authority of the teacher in front of pupils
- In the first instance parents should take any concerns to the class teacher

The role of governors

The governing body has the responsibility for:

- setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness
- supporting the headteacher in carrying out these guidelines

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Serious misbehaviour such as the use of foul and abusive language directed at a member of staff or pupil, or indeed physical assault on a member of staff or fellow pupil resulting in an injury or activities endangering the safety of others, will result in a suspension of a pupil from the school, following discussion with the Head Teacher and parents. This action is only taken as a last resort and where the main benefits is to other pupils and teachers who remain in the school. (See procedures for exclusions LEA and Governors)

