



# Behaviour Policy

Reviewed Annually

This policy has been reviewed and approved by the Governing Body

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review date \_\_\_\_\_

*"...when a positive learning culture is created, the children will learn better..."*  
(‘Practical Approaches to Behaviour Management’ – Welsh Government)

### **Our Cluster Aims**

The primary aim of this behaviour policy is not a system to enforce rules, it is a means of promoting good relationships so that everyone can work together for the benefit of all.

We aim to provide a happy, caring and inclusive environment where children strive to be the best that they can be. We want to make learning exciting and appealing, so that our children come to school happy and eager to learn.

Our curriculum will engage and excite, but also provide challenge, which will allow our children to concentrate, persevere, take risks, make mistakes and importantly, learn from those mistakes.

The Curriculum for Wales promotes:

- Ethical, informed citizens
- Enterprising, creative contributors
- Healthy, confident individuals
- Ambitious, capable learners

Our high expectations will allow our children to flourish and shine.

### **Our School Mission/Vision/Ethos**

Nurture healthy, ethical, creative and ambitious learners, who are able to express themselves with confidence and listen to others with open minds and open hearts. Our aim is to provide an inclusive, secure, caring, high quality-learning environment, and to strive to develop life-long learning skills for our children's future. By placing an emphasis on resilience and perseverance in learning through positive attitudes to learning, we allow children to respond to challenges, setbacks and be open to aiming high.

**Promoting positive behaviour is a key element to fulfilling our aims.**

### **Our School Rules**

**'Be Ready, Be Respectful and Be Responsible'**

### **Class Rules**

As a school we have high expectations of our pupils.

Behaviour within a classroom is the responsibility of the class teacher and as professionals, teachers may use a number of strategies to promote this.

All staff are aware that they have the support of the senior leadership team in the school.

The children and class teacher will discuss and decide upon class rules that promote positive social and learning behaviours. These rules will then be displayed in a way that they are understood by all children (photographs, diagrams, written, wordle etc).

### **Roles and Responsibilities**

Each member of staff and each pupil have a responsibility to promote good behaviour around the school. Our primary aim is to celebrate success and endorse positive behaviour.

**Headteacher/Senior Leaders** will support all staff and pupils in the implementation of the policy, for example they will:

- Meet and greet staff and learners throughout the day
- Model the expected behaviour
- Monitor the implementation of the policy and address issues which may arise
- Monitor any documented records of incidents of unacceptable behaviour
- Ensure the health, safety and well-being of all pupils and staff
- Ensure an open and approachable line of communication with parents/carers

**All Staff** will support each other and pupils in implementing the policy, for example they will:

- Meet and greet staff and learners throughout the day
- Model and teach positive behaviours
- Refer to 'Be Ready, Be Respectful, Be Responsible'
- Provide an atmosphere where pupils feel happy, safe and secure
- Ask for support should there be any concerns or difficulties
- Use school systems to record any incidents of unacceptable behaviour
- Ensure high expectations of all pupils
- Provide opportunities for pupils to develop social and life skills that will enable pupils to become active and caring members of the community
- Develop a respectful relationship with parents/carers

**Pupils** are expected to be:

- Ready to learn
- Respectful
- Responsible for their own actions

**Governors** will:

- Support the school with the implementation of the policy
- Offer advice to the Headteacher so that an informed judgement can be made when dealing with any behaviour issues

## **Reinforcing positive behaviour**

*'It is not what you give but the way that you give it that counts.'*

We recognise that some children may take longer than others to settle into their new classes, or there may be other factors affecting their behaviour within school.

In these circumstances, the class teacher will decide what is appropriate for their class/pupil as each child within that cohort is an individual. These strategies will be implemented in consultation with the headteacher or a member of the senior leadership team, it may also be beneficial to seek advice from the additional learning needs coordinator.

Reinforcers/rewards are an intervention for behaviour and used consistently to promote good behaviours, although these will vary throughout the year, as appropriate.

Reinforcers may include, for example:

- Praise
- A smile/high-five/thumbs up
- Dojos
- Golden tickets/green cards/stickers
- Whole class reward system, e.g. peas/marbles in a jar
- House points
- Visit to Headteacher/member of SLT
- Notes home
- Conversations with parents/carers
- Extra playtime
- Whole class time for PSE games, e.g. Social time, Friendship time

## **Consequences for unacceptable behaviour**

Children are taught that the decisions they make regarding their actions can have a positive or negative consequence.

As expectations are clearly communicated so are the consequences made known.

Consequences may include:

- Reminders about positive behaviour expectations
- 'Time-out' from an activity for an appropriate length of time for their age
- Loss of a privilege
- A phone call home
- Referral to Headteacher/member of SLT
- A calm discussion reflecting on alternative positive behaviours will take place. Pupils will not be left unsupervised at any time.

The adult applying the consequence will ensure that the pupil understands it is only the behaviour for which they are receiving the consequence.

### **Physical Intervention**

School staff may use reasonable and proportionate physical intervention only when it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property, or seriously disrupting good order where other strategies have been ineffective. Physical intervention will always be used as a last resort, for the shortest time necessary, and with the minimum force required. Wherever possible, staff will use de-escalation techniques to avoid the need for physical intervention. Any incident involving physical intervention will be recorded, reported to the Headteacher, and parents/carers will be informed as appropriate.

### **Serious or Persistent Incidents**

Any serious incidents will be dealt with immediately by the Headteacher or member of SLT. Any reports of bullying are taken seriously and dealt with promptly and calmly. Our policy on bullying is set out in a separate document.

All staff responses/action in dealing with incidents of extreme pupil behaviour will follow LEA guidelines.

If a child/class displays consistent inappropriate behaviour they may be referred to the additional learning needs coordinator for individual additional support/classroom strategies. We accept that it is the behaviour that is the problem and not the child.

Support from outside agencies will be sought as appropriate.

### **Exclusion**

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. This can be for one or more fixed periods, up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently.

In all cases the Head teacher will promptly:

- Inform the pupil's parents of the period of the exclusion (or that the exclusion is permanent).
- Give the reasons for the exclusion.
- Inform the Chair of Governors.
- Submit the relevant paperwork to the LEA.

### **Who sees this policy?**

This policy will be shared with governors, staff, parents and pupils. It will be available on request from the school office.

### **When will the policy be changed?**

The policy will be reviewed annually by staff and Governors and updated/changed as necessary. Through the School Council, and Parental Questionnaires, parents and pupils will be consulted.

**How will we implement this policy?**

The general ethos of a class should always emphasise positive behaviour. Successful implementation of the policy relies on consistency in approach from all staff. Staff should be calm and fair in their management of pupil behaviour.

**Who does this policy apply to?**

The content of this policy applies to ALL children. We are an inclusive school and ensure that all children access a broad and balanced curriculum and are fully included in the life of the school.