



Clyro Church in Wales  
Primary School

# Clyro Church in Wales Primary School



## Behaviour policy

*Keeping our children safe.*

*Nothing is more important at Clyro, than ensuring our children are safe and that they feel safe.*

Co-ordinator: Mrs. S. Groves  
Reviewed: December 2020

## Introduction

We are a Church in Wales Primary School for the village of Clyro and the surrounding area. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Christian Church and in partnership with the Church at parish and diocesan level. We would emphasise that our holistic approach to education seeks to reflect the inclusive nature of Anglicanism.

At Clyro, our overriding aim is to provide a quality education for all the pupils in our care. We work towards the education of the whole child, where each individual has the opportunity to reach their potential, academically, socially and spiritually. We aim to create an environment where children enjoy learning, and are challenged, motivated and see education as a shared and lifelong process. We aim to create an environment where children are valued and where their opinions are valued.

We work to develop children's independence and encourage them to be responsible for themselves and for those around them. We encourage respect and tolerance and take every opportunity to acknowledge the children's achievements both inside and outside school. We value the very important part parents have to play in the shared education process and actively encourage their involvement in the life of the school.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We welcome the wider community into school, and also give our children access to the richness of experience that the village and its people has to offer them.

We aim to give our children firm foundations on which they themselves can build in later life.



## **Our Record on Behaviour**

The school behaviour policy.....

*“The school is a caring community where pupils are happy and feel secure. Their behaviour in and around the school is excellent. Most pupils thrive as confident, capable learners. They develop well as confident, independent learners and show high levels of tenacity and resilience.”*

Estyn June 2019

*“This is a caring church school community where the Christian values embedded in the everyday life of the school foster excellent relationships at every level. Pupils are growing into well-rounded and self-motivated young people who are thoughtful, reflective, respectful, articulate, tolerant and independent. They are increasingly able to apply the Christian vision and values of the school to their learning, behaviour and decisions.”*

Gwella Section 50 Report – July 2019

## **Why Do We Have a Behaviour Policy?**

A school policy on good behaviour should help to secure a continuity of approach and a sharing of common values"

(Teaching Juniors - Blackwells Press 1991)

Our school behaviour policy represents the consensus that has been achieved by the staff, for managing relationships within the school. We have tried to ensure that the strategies and approaches outlined in this policy underpin the aims of the school as outlined in the school prospectus, and our policy for P.S.E.



## Aims

- ✚ We take **safeguarding** of children very seriously and this is always the first thought when considering matters concerned with behaviour.
- ✚ At Clyro we aim to provide a **high quality education** for all the pupils in our care.
- ✚ Our primary aim is to generate a **feeling of worth** and mutual respect within our school family, and we base our general approach on the reinforcement of good behaviour and attitudes, using praise and encouragement.
- ✚ We work towards the education of the **whole child** where each individual has the opportunity to reach their potential, academically, socially and spiritually.
- ✚ We aim to create an **environment where children enjoy learning**, and are challenged, motivated and see education as a shared and lifelong process.
- ✚ We aim to create an environment where **children are valued** and where their opinions are valued.
- ✚ We work to develop children's **independence** and encourage them to be responsible for themselves and for those around them.
- ✚ We encourage **respect and tolerance** and take every opportunity to acknowledge the children's achievements both inside and outside school.
- ✚ We value the very important part **parents** have to play in the shared education process and actively encourage their involvement in the life of the school.
- ✚ We welcome the **wider community** into school, and also give our children access to the richness of experience that the village and its people has to offer them.
- ✚ We aim to give children **firm foundations** on which they themselves can build in later life.
- ✚ We aim to **build on any success**, however small.
- ✚ Staff **expect the best of all children** and promote care, consideration and courtesy by example.



## How Do We Achieve Our Aims?

### Raising Self Esteem

We endeavour to develop children's self-esteem by acknowledging and rewarding patterns of good behaviour and by giving praise whenever and wherever it is deserved. We also place emphasis on strengths, not on weaknesses. Personal qualities are highlighted and given as much importance as academic achievement and this is all through our Christian ethos and Values Education.

Achievements are recognised in a variety of ways, some of which are outlined below:

#### Principles

We have 4 principles which re-inforce positive behaviour, self-esteem and confidence which help the children each day. These are:

- For every action, there's a consequence
- A fresh start every day
- Respect for others, ourselves, property and possessions
- I reflect and I improve

#### House Points and Awards

There is a Star of the Week "Seren yr Wythnos" award which is given to a pupil in each class during Friday's Celebration Assembly. This can be for good behaviour and manners, working hard, improvement, helpfulness, etc. We also have a Welsh award which is given out during our fortnightly Welsh assembly. Winners of these awards then receive a house point which counts towards the weekly total. Every child in school is put into a house when they start school. We have 4 house: Glas (Blue), Coch (Red), Melyn (Yellow) and Gwrydd (Green). Weekly totals for each house are reported to the whole school in Friday's Celebration assembly.

#### Display

Children's work will be celebrated and displayed, both in the classroom and generally in school. As far as practicable, examples of all children's work will be displayed.



## Sharing

Sharing is an important part of school life and we believe that achievements should be shared with the wider school community. We share and celebrate both pupil and whole school achievements in the following ways:

‘Shared reading’ fosters the care and co-operation between the older and younger children and is often used.

‘Good work’ or improved behaviour may be reported/shown to other members of staff, and simple rewards such as verbal praise, stars, house points, stickers, etc. may be used as thought appropriate. Children are encouraged to bring in and share certificates, medals, awards etc. that they have earned outside school.

Our monthly newsletter focuses on the achievements of the children throughout the school year, not only academically, but also personal qualities, social skills and their contributions to the wider school community. This is published on our school website and on display in the local parish church. Children’s work is also celebrated in “The Messenger”, the parish magazine.

Sporting achievements and successes are reported back and celebrated with the school community with team players reporting back in assemblies, cups, medals, etc. displayed and enjoyed by the whole school.

## Responsibilities

We aim to develop a child’s sense of responsibility and encourage them to contribute fully to the life of the school. They will be expected to show care, and have respect for others and for the school environment. Staff, parents and governors will give positive support in maintaining these principles.

Responsibility is developed in some of the following ways:

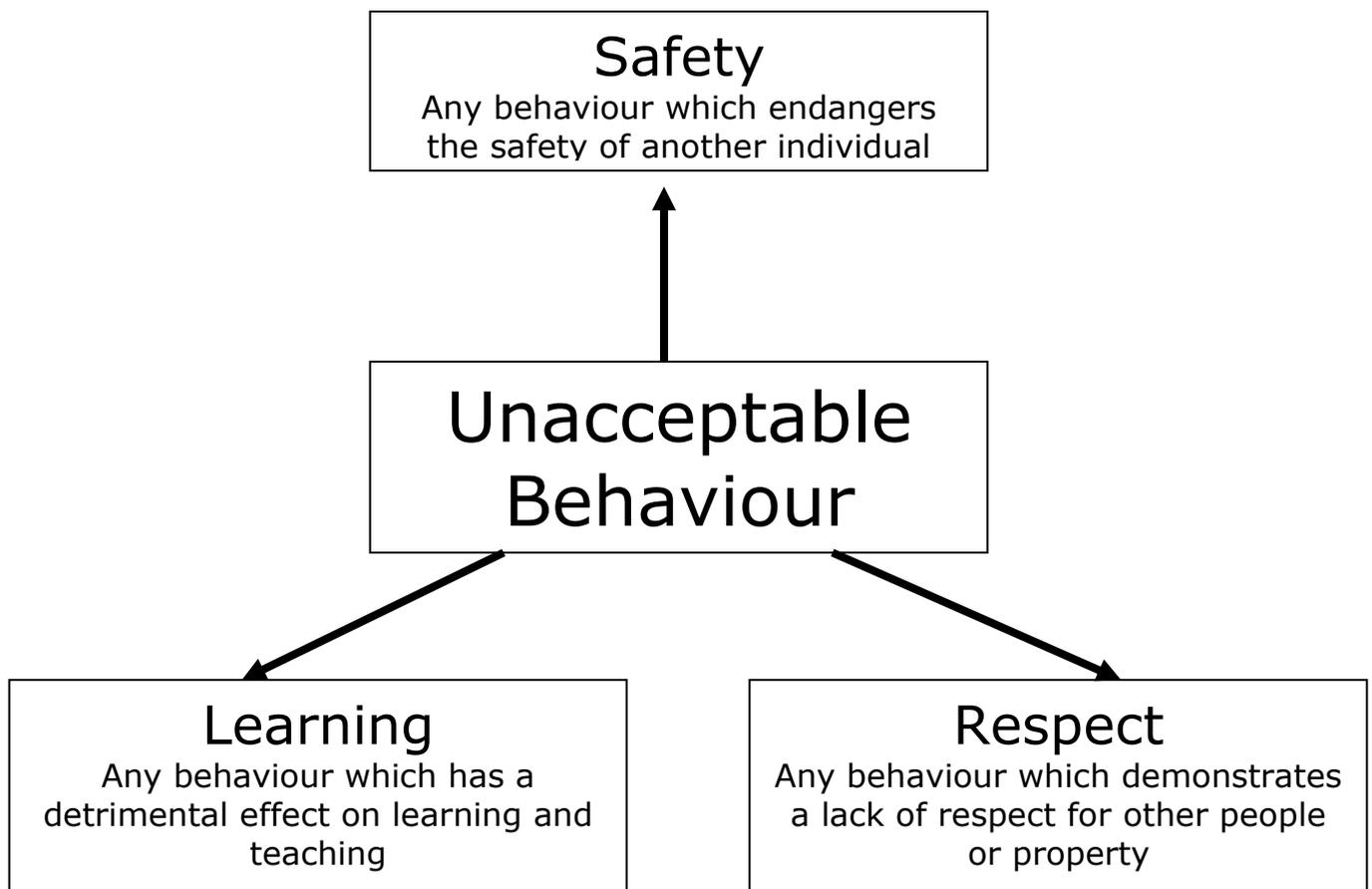
- ✓ Pupils taking responsibility for simple classroom tasks;
- ✓ As young pupils enter school life, they are partnered with an older school “Buddy”, who will be responsible for their settling and well being and also as their reading partner;
- ✓ In Class 4, pupils are responsible for running the KS2 Munch Hut, Tuck Shop and having roles of responsibility;
- ✓ Pupils in Year 5/6 are trained as Peer Mediators, as part of a mediation programme that runs during break and lunchtimes;
- ✓ Pupils may wish to stand as a member of the School Council, Criw Cymraeg, Eco Committee, Healthy Schools monitors, Sports Ambassadors, Digital Leaders, etc.



## Unacceptable Behaviour

Our positive behaviour management strategy means unacceptable behaviour is relatively rare at Clyro. Adults and children who come to Clyro School have the right to:

- 1) ...be safe
- 2) ...an opportunity to learn
- 3) ...be treated with respect



**Serious or repeated incident of unacceptable behaviour will result in parents being contacted by the class teacher and may trigger a sanction, *if this is necessary to avoid repetition of the behaviour.***

**Teachers keep records of behaviour problems. The school expects the support of parents when dealing with unacceptable behaviour.**

**Most behavioural problems can be overcome when school staff & parents work together. If staff and parents cannot resolve behavioural problems outside agencies will be contacted.**

## Sanctions

It is inevitable that situations will sometimes arise when a child will need to be corrected, and sanctions will need to be applied. We are aware, however, that different approaches work for different children, and, when using the guidelines, staff will give careful consideration to the appropriateness of any course of action.

When considering an appropriate course of action after a behavioural incident, our principal aim is always to minimize the likelihood of the incident being repeated. We want individuals to learn from mistakes rather than to repeat them.

Sanctions which might be employed in the event of unacceptable behaviour or work not completed due to misbehaviour could include:

Loss of playtime: this is a useful sanction which demonstrates a clear consequence to unacceptable behaviour; loss of privileges, such as attending an after school club or playing in a school team.

## Discussion

An approach which has a high profile and very much underpins the ethos of our school, is that of discussion and negotiation. This is used by our peer mediators who deal with minor issues. As far as is practicable, whenever a problem of behaviour or general discipline occurs, the matter will be discussed between staff and an individual child, or between staff and a group of children. Both sides will look at the problem and the children will be encouraged to consider together, not only the possible outcomes of actions, but also possible solutions to problems.

Parents will be informed if there is a problem with their child's behaviour and invited into discuss the issues with the class teacher and then the Headteacher, if necessary. PSE lessons are often used to discuss behavioural issues.



## **Exclusions**

In extreme cases where a pupil's behaviour could jeopardize the safety of themselves or other members of the school, or significantly impede the learning of pupils, a decision may be made by the Head and Governors to exclude a pupil and parents will be notified. In these cases, Powys guidelines are followed. At present, we have never had to issue any fixed term exclusions at Clyro School.

## **Bullying**

It is almost impossible to separate an approach to the problems of bullying from the school's general approach to discipline, so our approach is recorded here as an integral part of our behaviour policy.

We aim to develop an ethos where pupils feel valued, respected and safe. We ensure that teachers and other members of staff are viewed as people with whom concerns and worries can be shared.

Through cross-curricular work (including P.S.E., R.E., Literacy, Science, etc.) the issues and the problems of bullying will be discussed along with the consideration of possible coping strategies.

If, however, a bullying situation arises, staff will employ the same strategy of discussion and negotiation, used when dealing with any other behaviour problem. The discussions would, however, be slanted towards helping the pupils to get to the root of the problem, and helping them to build bridges. Parents would be informed of any serious problems and be invited to be a part of any discussions that took place.

We have an 'open door' policy with parents and if concerns are raised in connection with bullying, the issues are thoroughly investigated and, if needed, appropriate action taken. Feedback will be given to the parents involved and the issue could be discussed with the Chair of Governors, if deemed necessary.

As with other behaviour issues, suspension or exclusion may be considered in very extreme cases, when all other avenues have been explored and found to be unsuccessful.



## **Equal Opportunities**

We acknowledge that triggers for bad behaviour can sometimes be because pupils feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all. (See Equal Opportunities policy).

## **Additional Learning Needs**

If a pupil has Additional Learning Needs, different strategies might be employed to deal with behavioural issues. These strategies will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the pupil concerned will be placed on the special needs register at 'School Action'. If necessary, the school will liaise with support agencies at which point the pupil's status on the ALN register will be 'School Action Plus'.

Parents will be contacted when a pupil is placed on the ALN register for behavioural or any other reasons. (See ALN Policy)

## **Support within the school**

The staff and Headteacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low key support.

When dealing with a pupil's specific behavioural problems, more specialised advice is obtained from external agencies such as the Educational Welfare Officer, School Nurse, Doctor, Educational Psychologist, Community mental/health service and social services.

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff and our peer mediators. Any problems are always reported back to the teaching staff and/or the Headteacher, if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way.

During wet playtimes and unstructured time, behaviour is monitored and any issues dealt with through applying the strategies outlined above. Lunchtime supervisors will report any examples of 'Unacceptable Behaviour' to the class teacher.



Signed ..... (For the Governing Body)

Signed ..... (Headteacher)

Date:

Review Date: December 2020