



Hendrefoilan Primary School

Positive Behaviour Management Policy

Principles of behaviour management at Hendrefoilan

A positive approach to behaviour management is one that is based on the principle of consideration for others. It is an approach that emphasises rewards, praise and encouragement in working towards more of our children and young people becoming as rewarded wherever possible in terms of their own behaviour. We want all of our pupils to learn appropriate ways of behaving, where necessary with staff help and encouragement. This will enable them to reach their individual potential.

At Hendrefoilan Primary School we are committed to ensuring the highest possible standards of teaching and learning for all pupils. In order to accomplish this, we need to provide a positive framework comprising a whole school positive behaviour management policy which is developed, reviewed, evaluated, supported and implemented by the whole school community. This includes school-based staff, parents, governors and other friends, professionals and associates of the school.

The policy is based upon the principles and values which underpin the school, and is integral to the vision for the school. These are to provide the most effective learning opportunities and teaching possible within an ethos where self-respect and respect for others and our environment; and self-discipline are expected, taught and nurtured. As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community.

A pro-active approach to the promotion of positive behaviour where the self-discipline and good behaviour of all pupils is encouraged at all times has been adopted at Hendrefoilan Primary School. In being proactive about behaviour and making it a positive approach to school life, we hope to ensure problems do not arise in the first place. Pupils are encouraged and praised for good behaviour at all opportunity. There are numerous approaches in class and throughout the school promoting positive behaviour, including: class certificates; 'person of the week'; '*Hendrefoilan Happy Helpers*' (HHH); the '*Be Brilliant*' blue book and '*Golden Time*'. This positive approach to behaviour management raises pupil confidence while actively rewarding children who behave well (as in Appendix B).

By implementing such a policy, we aim to provide a happy, safe, friendly and positive environment in which effective learning can take place for all pupils. The policy will:

- promote a positive ethos and environment;
- establish clear expectations shared and understood by the whole school community;
- provide positive recognition for those who work within the shared and articulated rules;
- motivate all pupils using positive approaches;
- provide clear consequences for inappropriate behaviour;
- promote and ensure a consistency of approach by all staff;
- be owned by all members of the school community.

Values and Aims

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together.

At Hendrefoilan Primary School we aim to develop positive behaviour through:

- listening to and respecting all pupils
- striving to understand the cause of behaviours and track behaviour patterns
- the explicit teaching of appropriate behaviours and skills;
- teaching the necessary skills, attitudes and values through the school curriculum;
- modelling appropriate behaviours, attitudes and values at all times;
- having high expectations of behaviour and actively sharing these with the pupils;
- promoting, encouraging and supporting self-discipline in the pupils;
- encouraging and supporting high self-image and self-esteem in all pupils;
- developing and articulating a hierarchy of sanctions to ensure consistency;
- managing problems, when they occur, in a caring and responsible manner within a planned and shared structure, in order to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.

Code of Conduct

All members of the school community, which includes pupils, school-based staff, parents, governors and other friends, professionals and associates of the school, are expected to:

- show respect towards each other;
- show respect for their own, other people's and the school's property;
- behave in a manner which is conducive to supporting the process of teaching and learning at all times;
- remember that physical violence is not acceptable;
- refrain from using foul or abusive language.

The *Code of Conduct* has graduated levels of response to pupil behaviours (Appendix A). This *Code of Conduct* has been formulated by all staff and discussed with pupils. It has the safety of all within the school community in mind, and to enable the school to function efficiently as a place of learning. The *Code of Conduct* is a whole school document but will be enforced in varying degrees across the school. Staff expectations are higher as pupils progress throughout the school, for example teachers in the Foundation Phase are far more likely to ignore several incidents of undesirable behaviour and redirect pupils on numerous occasions, than teachers in upper Key Stage 2 who are preparing pupils for high teacher expectations in Key Stage 3. The overarching aim of the *Code of Conduct* is to ensure consistency in the approach of behaviour management.

Rules, Responsibilities, Rewards and Sanctions

In order to provide a shared and articulated structure to support the development of positive behaviour and manage inappropriate behaviour within the school, we are developing together with representatives of school staff, pupils and governors, a set of school rules. These will be drawn up to ensure that the rights of all people who work within the school, or visit the school, are upheld. They will be reviewed annually and revised accordingly. The school rules will be explicitly taught to all pupils during whole school assembly times, and within their class groups. As part of this process, the responsibilities of all members of the school community that are inherent in adhering to the school rules will be discussed.

A major aim of this school policy is to encourage pupils to practice good behaviour by operating a system of praise and maintaining high expectations for all pupils. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour. For some pupils with a need for greater levels of support, more individualised monitoring systems are devised to support their behaviour. These are done in collaboration with the pupil and where appropriate, the parents and/or the school SENCO (Special Educational Needs Co-ordinator).

The majority of pupils at Hendrefoilan are very well behaved, mature and responsible. It is important that good behaviour is not overlooked and that pupils feel that their excellent. A range of awards for cross curricular and extra curricular strengths, given by a wide range of people works to ensure fairness and equality in allocation.

Systems to Support Appropriate Behaviour

As a school there are many systems in place to support appropriate behaviour and to minimise opportunities for inappropriate behaviour to occur. Key systems include:

- not leaving pupils unattended in classrooms
- escorting pupils in or out of the school at break times, lunch times and the end of the school day and to different activity bases, e.g. ICT suite, assembly hall, etc.
- frequent review of class planning and work completed to ensure appropriately stimulating and challenging learning opportunities are on offer;
- a range of games and activities made available at break and lunch times, etc. And good levels of adult supervision at play and lunchtimes.

Encouraging Respect

In order to encourage respect, a range of strategies are applied on a day-to-day basis. As staff within the school, it is recognised that the implications of how we behave and talk to each other and the pupils are crucial to the development of respect. In turn, the pupils own use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt or threaten other children is unacceptable.

Every teacher has the responsibility for promoting and encouraging the positive behaviour of all pupils at all time. In addition to this, each teacher has the more specific responsibility of managing the discipline of his or her teaching group on a day-to-day basis. It is expected that minor breaches of behaviour will be managed and dealt with in a fair and supportive way by the

individual class teacher. An emphasis on de-escalating potential incidents of inappropriate or challenging behaviour will be used wherever possible based on the understanding that providing direct challenge will often inflate and worsen the situation.

Where behavioural difficulties are identified, parents will be involved at the earliest possible stage through the school's staged referral process, where concerns and progress will be closely monitored by the school SENCO. (Refer to the school SEN policy)

In the event of serious or continued incidents of inappropriate behaviour, the pupil may be referred to a member of the Senior Management Team (SMT). In more serious cases, or if the problem continues following referral to a member of the SMT, the pupil will be referred to the Deputy Headteacher. Similarly, if the behaviour is more serious or continues, the pupil will be referred to the Headteacher. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward.

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- severe disruptive behaviour in class

Incidents of significant inappropriate behaviour are recorded and dated in notes held by each class teacher. These serve not only as an accurate record of what has happened, but also help provide a longer-term picture, enabling any possible patterns to be seen.

Procedures for Dealing with Major Breaches of Discipline

Extreme anti-social behaviour or that representing direct and extreme challenge to the school will be dealt with immediately in the following way:

- a verbal warning by the Headteacher or Deputy Headteacher as to future conduct;
- a letter or phone call to parents informing them of the problem;
- a meeting with parents to discuss the difficulties and concerns and to work together in seeking appropriate action;
- if the problem is severe or recurring the exclusion procedures using the recommendations set out in the LEA guidelines are implemented, after consultation with the Governing Body; The duration of the exclusion will be based on the severity of the problem.

In the event of particularly severe incidents of bad behaviour, this procedure may be partially abandoned and arrangements will be made for the pupil to be taken home straight away.

Post-Exclusion

On return to school following exclusion, a post-exclusion plan will be implemented to ensure all staff use a consistent approach in working with the pupil, and to attempt to discourage further

reasons for exclusion. The plan will where possible be drawn up in conjunction with the parents following the process outlined below:

- on return to school a meeting will be arranged with the Head Teacher, parents and pupil, in order to outline the action plan and expectations;
- a home/school book may be used to keep parents and school informed of progress on a daily basis;
- strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who come into contact with the pupil, e.g. if the problems are generally occurring in the playground, the amount of time initially spent in the playground will be limited, and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time, etc.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of lunchtime supervisors under the direction of the Headteacher and a Senior Lunchtime Supervisor. The lunchtime supervisors are expected to maintain order using the strategies outlined within the policy. Serious incidents of inappropriate behaviour may result in pupils being brought to the attention of the Headteacher or Deputy Headteacher, which in turn may result in loss of privileges. Parents will be informed in the case of serious incidents or where the pupil repeatedly behaves inappropriately and shows no sign of improvement. Where it is felt that a pupil is behaving in a manner which is detrimental to the smooth running of the school or to the safety of pupils and staff, and is showing no improvement in their behaviour, a pupil may be excluded from the school premises at lunchtimes and have a Pastoral Support Programme (PSP).

The lunchtime supervisory staff are to be treated with respect at all times. Verbal or physical abuse will not be tolerated.

Parents and School Working Together

As a school, we recognise the importance of active home school links. This partnership is vital in the development and maintenance of positive behaviour. The co-operation of parents is actively sought in encouraging pupils to work within the school rules and *Code of Conduct*, and their support is appreciated greatly within this partnership. Parents have the opportunity to discuss all aspects of their child's progress in school (including behaviour) at parent evenings. If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the class teacher or Head teacher as soon as possible to discuss the concerns and the way forward. In the same way, if a teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss them collaboratively and seek to determine any possible reasons and solutions.

Racist Incidents (see Policy on Racial Equality for full details)

The school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour, which is racist or potentially damaging to any ethnic or racial group, will not be tolerated. The school recognises that Wales and the UK have diverse societies made up of people from many different racial,

cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society. All employees have a responsibility to read, understand and comply with the school policy.

Attendance and Truancy (See policy on attendance and truancy for full details)

At Hendrefoilan Primary School, all staff are concerned about each pupil's safety, welfare and the continuity of their learning. As a result of these concerns, we take a pro-active approach to encouraging attendance and discouraging truancy wherever possible. Absences marked in the register are regularly assessed to seek any possible patterns of unauthorised absences, and these are brought to the attention of the Education Welfare Officer.

Where truancy is suspected, the Headteacher is notified and the parents and the Education Welfare Officer are notified. Parents are encouraged to bring their child to school in order that the reasons for the pupil not wanting to attend can be discussed and a way forward determined.

Bullying (see Bullying Policy for full details)

At Hendrefoilan Primary School staff, governors, parents and pupils try to work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. The following strategies and procedures are used at Hendrefoilan Primary School:

- all staff watch carefully for early signs of distress in pupils which may be as a result of being bullied;
- allegations of bullying are taken seriously and may be referred to senior management to be investigated fully;
- Playground Buddies can be used to provide peer support for those pupils who feel they are unable to report incidents to an adult, and to report any signs of bullying that they observe directly;
- pupils are made aware of what bullying is, and the sanctions that will be applied to anyone found bullying;

Where incidents of bullying are observed or reported, they are investigated fully in a caring, patient and sensitive manner. This includes:

- discussing the incident thoroughly with the victim;
- identifying the bully – obtain witnesses where possible and inform the Deputy Head teacher / Head teacher;
- discussing the allegations with the bully/bullies

Where it is felt having gathered evidence from all possible sources, that a pupil is being bullied, the following sanctions may be applied to the bully:

- withdrawal from favoured activities;
- parents are informed;
- withdrawal from class to work separately for a period of time

- A Pastoral Support Programme (PSP) and exclusion from school in severe cases.

Following an incident or alleged incident of bullying, close observation and monitoring of the situation is necessary, with all necessary staff alerted to be vigilant, to ensure no repetition.

External Working Links

At Hendrefoilan Primary Primary School we value positive relationships between the school, community, Local Education Authority and Social Service Departments. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we may actively work in partnership with:

- Behaviour and Learning support team
- Educational Psychologists
- LEA Teacher Advisors
- Educational and Welfare Officers
- Olchfa Comprehensive School
- Child and Family Health Team
- Child Protection Team
- LEA Parent and Pupil Support Unit

Training

In order to ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour, and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are made available. These include:

- in-service training led by school based staff;
- in-service training led by outside agencies or consultants;
- centre based training led by the LEA for teachers, LSAs and governors;
- local or national conferences featuring specialist speakers on the subject.

Appendix A

Hendrefoilan Primary School - Code of Conduct

MISDEMEANOR	CONSEQUENCE / PUNISHMENT
Level 1 - Off task/running in the corridors/shouting in the dinner hall etc...	Level 1 Verbal warning
Level 2 - Not responding to a verbal warning.	Level 2 Time out on the 'Thinking Spot' in class, dinner hall or yard
Level 3 - After 2 or more verbal warnings and time out in class as necessary.	Level 3 Parents informed (depending on nature of problem)
Level 4 - Physical violence and abuse	Level 4 Straight to Headteacher/Senior Management Team and parents informed
Level 5 - Repeated aggressive behaviour. Racist abuse etc...	Level 5 Parents formally informed. Intervention and Planning regarding behaviour (involving outside agencies).

Appendix B

Golden Table

The Golden Table is at dinnertime every Wednesday. It is a special table with a linen table cloth, serviettes, goblets, fresh juice and flavoured water. Six pupils from across the school are nominated by the dinner staff, each pupil chooses a friend (twelve seats in total). Pupils are nominated for good manners and behaviour at dinnertime. Names of golden table pupils are announced in Wednesday morning assembly.

Golden Time

Golden time is from 2.30 – 3pm on Friday afternoon. It is a choice time for pupils to enjoy a reward activity, i.e. colouring, playing with friends, reading books or magazines in the library etc... Pupils are nominated for good behaviour in class by teachers and TAs. Each class has a sun, rainbow and cloud display. Pupils whose names are on the sun have earned golden time.

Brilliant Blue Book

The Brilliant Blue book is kept in the hall. It is read at Friday Assembly and celebrated by the whole school community. Pupils are nominated by any adult. It is a written record of exceptional behaviour.

Person of the Week

Person of the week is nominated by the Headteacher. It is an award for exceptional behaviour that can have taken place any time during the school week. It is an age appropriate prize celebrated by the whole school community.

Gold Certificates

Gold certificates are nominated and written by teachers. They are awards for academic achievement in class groups. They are presented in Wednesday assembly and celebrated by the whole school.