



POLICY

for

POSITIVE BEHAVIOUR

Rationale

The above statement encapsulates the challenge schools increasingly face and underlines the importance of having a positive whole-school Behaviour Policy which is consistent and well-monitored and serves the needs of all pupils and staff.

Our school's **Vision Statement and Aims** include the following pledges which support the Behaviour Policy:

'Together we learn because: we value one another; we respect one another; we care for one another; we believe in fairness.'

'We promise to: create a safe, caring school community; promote high standards of behaviour and self-discipline; encourage good relationships based on tolerance and trust and respect for difference; nurture a positive and caring ethos throughout the school.'

Aims of our Behaviour Policy

At Presteigne Primary School we aim to:

- Create a whole school ethos which promotes positive attitudes and values, understood by pupils, staff and parents;
- Develop pupils' social and emotional aspects of learning (SEAL) across all areas of school life;
- Implement the school's Strategic Equality Plan which includes promoting positive behaviour and eliminating all forms of bullying;
- Implement policies which underpin the school's values and promote good behaviour: *Policies for Equal Opportunities; School Inclusion – SEN, ALN, Disability Equality; Personal and Social Education; Race Equality, Online Safety*
- Implement positive procedures which create an orderly and purposeful atmosphere in and around the school;
- Provide leadership that communicates appropriate values;
- Employ staff who work co-operatively and reflectively with one another and with pupils and parents;
- Enable staff to understand the nature of emotional and behavioural difficulties and thus do all they can to promote pupil self-esteem and co-operation;
- Provide a curriculum which is suitably challenging for all our pupils;
- Formulate and implement an effective Behaviour Policy which sets out rewards, sanctions, responsibilities and procedures to follow;
- Provide opportunities for pupils to learn from their own actions and thus develop self-discipline (e.g. Growth Mindset);
- Ensure that the school's motto '**Kind Words, Kind Choices**' is understood by all pupils and that 'Golden Time' is used to reward good behaviour.

Following discussion with pupils and staff, the following list of unacceptable behaviour was compiled:

- Bullying (see Appendix 1 - Anti-Bullying policy)
- Dishonesty
- Disrespect for others and property
- Disruptive behaviour

- Insufficient effort to improve work
- Poor manners
- Rough play
- Cyberbullying including inappropriate use of in-school messaging systems

Hierarchy of Sanctions

It is essential, for the maintenance of good order in a school, that sanctions are applied, and are seen to be applied, fairly and consistently by all staff.

Sanctions and solutions to misbehaviour must always reflect the nature and causes of it.

The following hierarchy of sanctions will be applied by staff when pupils display any of the unacceptable behaviours.

Stage 1

Pupil is given a verbal reprimand and/or warning and reference is made to the Golden Rules. The class teacher will be informed whenever necessary.

Stage 2

Pupil will receive a sanctions which reflects the nature and severity of the misdemeanour. Sanctions may include:

- Missing break – morning and /or afternoon
- Missing part of the lunch-hour break
- Being asked to do an alternative activity within the classroom.
- Being sent to work in another class, always under supervision.
- Being required to carry out a task which makes the child reflect on what he/she has done.
- Thinking/reflection time e.g. in the Calm Corner

If necessary, parents will be informed of such situations by the class teacher. A home-school book is sometimes introduced at this stage.

Stage 3

Pupil is sent to the Asst. Head and/or the Headteacher. The situation will be discussed and a course of action agreed.

Stage 4

If the unacceptable behaviour is sufficiently serious, or if little effort is being made to improve behaviour generally, the Headteacher will involve parents. They may be asked to discuss the matter with the Headteacher or they may receive a letter detailing the unacceptable behaviour and a request to discuss the matter with the child at home and to support the school in its efforts to put matters right. If parents are asked to meet the Headteacher to discuss and resolve the situation, the child may be present at this stage.

Stage 5

In the event of violent behaviour or persistently challenging and unacceptable behaviour, the school may exclude a child. Parents will be informed so that suitable arrangements may be

made. Exclusions may be of half a day or a whole day's duration. Only the Headteacher will make the decisions to exclude a child.

All sanctions must be given out in a way which is fair and without prejudice. Sanctions should make the child reflect on privileges they have forfeited through behaving badly and making little effort. They should not intentionally humiliate the child or reduce his or her self-esteem. Sanctions should not prevent a child from forming good relationships with fellow pupils, by isolating him or her on a regular basis. The Headteacher should be informed whenever necessary, and no sanction should be carried out without due care for the child's physical safety.

In conclusion, the aim of sanctions will be to rectify poor behaviour and to underline the school's commitment to instilling good standards of behaviour in all pupils.

Permanent Exclusion

Permanent exclusions will require the involvement of the Governing Body and LA officers, with parents being made aware of their right to appeal. Detailed records must be kept of what the school has done to prevent a child from being excluded, as permanent exclusion will always be a last resort. (*See Appendix - Reasons for Exclusion*)

Rewards

It is important that good behaviour and effort are rewarded.

It is for individual class teachers to decide upon systems of rewards operated in their own classrooms as these will depend upon the age and abilities of the pupils. Children should be asked to contribute ideas for the class reward system.

The most consistently used rewards – across the whole school – are listed below.

Classroom recognition

- Praise – verbal and written (*i.e. in front of headteacher, previous class teachers, parents at the end of the day*).
- Classroom rewards e.g. a special activity, a quiz, an outdoor game, extra time on a favourite activity
- Visual rewards – stickers, stars, stamps and smiley faces
- A class 'dojo award system
- Child praised
- 'Cubes in the Jar' in Foundation Phase classes, with a class treat when the jar is full; children choose the treat!
- The 'Derek Morris Cup' in KS2 classes, awarded termly for points gained for individual effort in all aspects of school life. There is an individual cup and a house cup.

Whole school recognition

- Praise in Assembly/Collective Worship
- Weekly 'Seren Yr Wythnos' badges and certificates presented in Friday's assembly.
- 'End of term certificates for good behaviour and work effort
- The 'Derek Morris' Achievement Cups presented at the end of each term.
- Good work displayed for a wider audience on the 'Gwaith Gwych' board in the school hall
- End of term certificates for full attendance, also end of year full attendance certificates
- Star Writer (FP & KS2)

- Dysgwr Cymraeg & Bocs Aur
- Headteacher Award stickers

Strategies to improve behaviour

In addition to rewards and sanctions, the following strategies are used throughout the school to support good behaviour, build self-esteem and develop a strong sense of pride in the school:

- Early identification of pupils with behaviour problems. External agencies are notified and assessments carried out as soon as possible;
- Collective worship – whole school and in-class - to establish the ethos and moral climate of the school;
- Personal and Social Education taught as both a discrete and cross-curricular subject (notably in R.E., English and History);
- Social and Emotional Aspects of Learning (SEAL) taught throughout the school;
- A 'Values' board in the hall, to which all members of the school community can contribute; the focused 'value' to be incorporated into class and whole-school collective worship and circle-time activities;
- Circle Time –to enable pupils to discuss behaviour issues and strengthen their relationships with each other;
- School Council – established to develop pupil responsibility and citizenship; School Council also suggests ways of improving behaviour at break times;
- Break time activities and equipment to help children to play and cooperative with one another;
- Staff meetings and INSET, where staff discuss behaviour issues and develop their own behaviour management expertise;
- Involvement of LA advisory team to support training;
- Involvement of parents – both at Parents' Evenings and when incidents arise – to raise concerns about behaviour and harness their support and co-operation;
- A strong pastoral system within and between classes in the school, also between the Playgroup and Reception and Year 6 and John Beddoes Campus;
- Extra curricular clubs which motivate pupils and develop personal dimensions which cannot always be fulfilled in the classroom;
- A stimulating educational environment which makes children and staff feel good about the school and about themselves – attractive classrooms; the Digi room, music room, library; outdoor areas; sporting, musical and cultural opportunities; PTFA events; community links; links with other countries;
- Opportunities for pupils to have responsibilities – break time, canteen, library duties, Helpwr Heddiw, Leadership Roles- Pupil Voice etc. – and to work co-operatively with each other.

Social Inclusion

Pupils with more extreme behavioural and social problems (EBSD) may be supported through social inclusion arrangements. These children are:

- at risk of underachievement
- have attendance problems
- are at risk of permanent exclusion
- are vulnerable, due to personal circumstances

In most cases emotional, psychological and social factors will be at play.

The aims of the school's policy of inclusion will be to:

- retain children in mainstream classes
- modify behaviour
- build self-esteem
- help pupils to develop social skills
- promote and develop positive attitudes towards learning.

For pupils with EBSD, the Headteacher, ALNCo and the child's class teacher will draw up a Pastoral Support Programme for the child. This must include precise and realistic behaviour outcomes for the child to work towards.

The curriculum may be modified for such children, however it must remain broad and balanced and will need to *'promote the spiritual, moral, cultural, mental and physical development of the pupil, at school and in society, and prepare the child for the opportunities, responsibilities and experiences of adult life'* – **Education Act 1996**.

Where the curriculum is modified, the child will need an I.E.P. or I.B.P. (Individual Education Plan or individual Behaviour Plan) and any disapplication from the National Curriculum must be monitored.

Links with External Services

Where necessary, the school will be supported by the Local Authority's Inclusion Pathway and will work closely with the following:

- The Education Psychologist
- Local Authority officers responsible for ALN and Social Inclusion, whose main role will be to support the school and the family, to provide curriculum advice and specialist help;
- Outreach support workers (e.g. staff at Ysgol Brynllwarch, Kerry; Powys Carers)
- 'Action For Children' service
- Psychological Service;
- Education Welfare Officers (monitoring attendance);
- CAMHS
- Health Visitors;
- TAF
- Police (if necessary)

The child's parents will be encouraged to support the child and the school in its efforts to integrate the child and prevent a permanent exclusion. It is expected that the parents will be involved in meetings between the school, the LA and other agencies.

Restraint and Handling

Members of the school's teaching and support staff, and midday supervisors, will be authorised, in extreme cases, *'to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption'*. – Section 550A of the Education Act, 1996.

All such interventions will be recorded by the Headteacher in the school's 'Bound and Numbered Book'. Four members of staff have Team Teach training.

In conclusion, the school will support the child and its family and do all in its power to achieve the above aims of social inclusion.

Roles and Responsibilities

Improving and maintaining good behaviour throughout the school requires the effort, co-operation and consistent support of all members of the school community.

Their roles and responsibilities are as follows:-

Governing Body

The Governing Body, together with the Headteacher, will be responsible for:

- Ensuring that the school has a policy to promote good behaviour and discipline among pupils. The policy should take account of the needs of all its pupils, including those with Additional Learning Needs;
- Ensuring that the school has an effective Anti-Bullying Policy which shows clearly the actions to be taken by all members of the school community;
- Providing the opportunity for staff and parents to be consulted before the policy is approved. The policy will need to be monitored and reviewed annually;
- Ensuring that school documents, including the Prospectus and Home-School Agreement, inform parents about aspects of the Behaviour Policy and Anti-Bullying Policy.
- Designating a member of staff with responsibility for co-ordinating Behaviour; the Behaviour Co-ordinator is the Headteacher.

Headteacher

The Headteacher will be responsible for:

- Maintaining discipline at the school in line with the school's Behaviour Policy;
- Promoting self-discipline and proper regard for authority among pupils;
- Encouraging respect for others and implementing an effective anti-bullying policy;
- Regulating pupils' conduct and defining the standards of behaviour the school wants to achieve;
- Harnessing the support of staff, pupils and parents to ensure this is realised;
- Supporting all members of the school community – staff, pupils and parents – in its aim to promote and maintain good behaviour.
- Monitoring all aspects of the school's Behaviour and Anti-Bullying Policies.

Teaching Staff

Classroom teachers have a prime responsibility for pastoral care and for establishing good classroom behaviour management. They will understand that good classroom teaching

reduces discipline problems and that behaviour outside the classroom can be an indicator of behaviour and attitude inside the classroom.

Class teachers are responsible for:

- Having clear aims for the children's academic and social development;
- Creating a stimulating, orderly classroom environment which encourages pupils to be well-organised and proud of their achievements;
- Providing a curriculum which will challenge all pupils at an appropriate level and be relevant to their needs;
- Establishing, with the children's help and co-operation, classroom rules which support the school's motto '**Kind Words, Kind Choices**';
- Upholding the system of rewards and sanctions which underpin the Behaviour Policy;
- Implementing all agreed whole-school strategies to develop good behaviour, PSE and SEAL work;
- Attending INSET, where necessary, to develop their own professionalism;
- Liaising with the Headteacher, Assistant Headteachers and parents, where appropriate, in matters related to pupil behaviour;
- Developing a sense of responsibility and self-discipline in children and, by the use of praise, building up all children's self-esteem.

Teaching Assistants

The role of teaching assistants is to:-

- Assist teachers in all aspects of pastoral care and in promoting self-discipline in pupils;
- Support and follow a class teacher's behaviour management strategies, ensuring consistency and continuity;
- Implement all aspects of the school's Behaviour and Anti-Bullying Policies.

Midday Staff

Midday staff, both lunchtime supervisors and canteen staff, are responsible for:

- Supporting the school's Positive Behaviour Policy and Anti-Bullying Policy and discussing any concerns or problems with the relevant members of staff;
- Doing their utmost to promote positive relationships and good behaviour in their dealings with all children.

Parents

Parents are responsible for:

- Supporting the school and its efforts to promote and maintain good behaviour;
- Being aware, from the Reception Class onwards, of the role they play in helping their children to be socialised and ready for learning at school;
- Attending Parents' Evenings and discussing any problems related to behaviour with their children;
- Working in partnership with the school, as described in the Home-School Agreement.

Pupils

Pupils will be responsible for adhering to the school's rules – in all areas of school life – and doing their best to develop positive, constructive relationships with all members of the school community. '**Kind Words, Kind Choices**'.

Appendix – Reasons for Exclusion

- **Substance Abuse:** Supplying drugs – permanent exclusion
Possession of drugs – fixed term exclusion
Alcohol – fixed term exclusion
- **Theft:** fixed term exclusion
- **Damage to Property:** fixed term exclusion
- **Bullying:** fixed term or permanent exclusion (depending on the circumstances)
- **Racial Harassment:** fixed term or permanent exclusion
- **Sexual Harassment:** fixed term or permanent exclusion
- **Disruptive Behaviour:** fixed term or permanent exclusion
- **Threatening Behaviour:** fixed term or permanent exclusion
- **Verbal Abuse:** fixed term exclusion
- **Actual Violence (against staff or pupil):** fixed term or permanent exclusion
- **Defiance of Rules/Discipline Policy:** fixed term or permanent exclusion
- **Possession of an Offensive Weapon:** fixed term or permanent exclusion
- **Use of an Offensive Weapon:** permanent exclusion

For further information and guidance, please refer to:

- *Welsh Government circular, 'Exclusion from Schools and Pupil Referral Units'*
- *Local Authority guidance, 'Meeting of the Pupil Discipline Committee' (amended 2011)*

**PRESTEIGNE PRIMARY SCHOOL/
YSGOL GYNRADD LLANANDRAS**

POSITIVE BEHAVIOUR POLICY

This policy was reviewed by staff in November 2019 and adopted by the
Governors of Presteigne Primary School on _____.

The policy will be reviewed in November 2020.

Signed:.....Chair of Governors

Signed:.....Headteacher

Signed : Chair of School Council