

Llanbedr Church in Wales Primary School

Ysgol Yr Eglwys yng Nghymru Llanbedr



Behaviour Policy

November 2020

Headteacher: Mrs L.J.Green Chair of Governors: Cllr E. Lusted

Chair of Governors _____ Date 8th November 2020

Introduction

Discipline and behaviour at Llanbedr C in W School is based on mutual respect. This starts from the moment the child enters school in the way that adults interact with the children, children with adults, child with child and the expected standards of behaviour.

Good discipline is a vital part of school life. It promotes learning and interpersonal relationships. Every member of staff, every pupil and every parent must be aware of, involved in and supportive of school discipline in order for it to succeed. The help and support of parents is vital. All members of staff have responsibilities for maintaining good discipline within the school environment.

School Effectiveness

- Good discipline helps overall effectiveness by providing a good learning and teaching environment.
- Good discipline is central to the organisation of school life.
- Good discipline is central to children's well being.
- Good discipline is appreciated as a positive school attribute by teachers, parents, governors and pupils.

Without effective discipline, it is unlikely that effective learning will take place.

Aims and Objectives

1. To make the school an interesting, enjoyable, safe, secure and caring environment for children's learning.
2. To develop and foster mutual respect between adults and children, children and children and adults and adults.
3. To build up self - esteem and self-worth by developing positive abilities and attitudes.
4. To provide a structure in which children, staff and parents know what is expected of them and what strategies are provided to deal with behaviour problems.
5. To provide the minimum number of rules for the safety and well being of pupils and adults.
6. To protect and respect the environment.

7. To provide effective discipline for effective learning.
8. To provide an appropriate form of behaviour for self-control and the ability to take responsibility for personal actions.

Strategies

Many issues relating to social and moral conduct are dealt with through Assemblies or in the classroom through our PSE programme. Children are taught the correct conduct through appropriate stories, plays, role-play etc. which aim to provoke children's thoughts about their own actions and behaviour. Children's own achievements are praised and celebrated in reward assemblies. The use of stickers and house points also reward good behaviour and effort. School rules are kept to a minimum with the children having input in formulating them. The emphasis is on the positive rather than negative terms.

How We Behave in Llanbedr C in W School

When rules are broken pupils must be made aware that it is their behaviour that is being rejected and not their value as a person. School rules are discussed during assemblies and the pupils decide for themselves the rules, which they believe are important to our school.

Playground

Problems can arise between children during break times and often during the longer lunch break. The midday supervisor and class support assistants all carry out the duties of lunchtime supervisors, which assist in continuity from classroom to playground. Staff are vigilant in their supervisory roles during these times. All children are also encouraged to tell the adults on duty if they are unhappy about something. A member of the senior management team must deal with any unresolved or serious matters.

Class and Playground Rules

Each year the children in every class will discuss and agree their class rules. These will be simple, framed in a positive way and be based upon the Golden Rules. Examples of good classroom rules might include:

- We will always tidy up any mess we make.
- We will always walk when inside the school building.

Similarly, each year the School Council will discuss and agree a set of rules for the playground. These will also be positive, easy to understand and based on the Golden Rules.

Whole School Rules

All pupils have been involved in agreeing the following whole school rules:

- We will show respect
- We will be polite and caring
- We will keep hands, feet and unkind words to ourselves.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Head Teacher or Deputy Head Teacher, who contacts the child's parents.

A written record is made and the situation discussed with the Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil Referral Service, etc.

The Tell Motto

All children are regularly told that if anyone is being unkind to them or they are upset in any way they must tell an adult. We do not encourage pupils to hit back when hurt.

Rewards and Sanctions

Incentives for Appropriate Behaviour

At Llanbedr Church in Wales School we believe that the most effective method for avoiding instances of unacceptable behaviour is by creating a positive, secure and happy learning environment for the children. The essence of this involves the rewarding of good behaviour and placing an emphasis on recognising and celebrating the talents and achievements of the children. As most teachers recognise, good behaviour stems not from constant reprimands or confrontation, but by consistently acknowledging appropriate behaviours.

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. This helps avoid the possibility of the children becoming disinterested and then distracted.

The system of rewards in our school contains the following elements:

- Verbal recognition of good work, a positive attitude towards others or being helpful. This might include comments such as, 'Well done for saying "thank you, John" or, 'you have played really well this lunchtime. We're really proud of you!'
- Being given a sticker by the class teacher.
- Being awarded a House point which can be awarded by any member of staff in recognition of good work or behaviour.
- Being sent to the Head Teacher for exemplary behaviour or effort.
- A whole class can be given House points point for a collective achievement such as lining up quietly at the end of playtime. Each class has a House point display indicating how many points they currently have.
- Receiving a certificate during a celebration assembly

We also recognise the worth of providing children with responsibilities as a way of promoting good behaviour and recognising children who model appropriate behaviour. Children have the opportunity to stand for the following roles:

- School Councillor; Criw Cymraeg; Sports Ambassador
- Eco-Committee member; Digital Leaders; Helpwr Heddiw

Sanctions for Inappropriate Behaviour

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. It is important that the children in our school know what the consequences of over stepping these bounds are and that there is consistency in approach amongst the entire staff, both teaching and non-teaching.

Staff will always promote good behaviour through praise and rewards. Staff will never chastise a child physically, use humiliation as a punishment or overly aggressive language.

We have defined the following scale of sanctions that result from varying severities of inappropriate behaviour.

- A verbal reminder. Framed in a positive way and giving the child 'take up time', that is, allowing them the opportunity to comply. This may take the form of a comment such as 'Dean, Sean, concentrate on your work, please. Remember I want you to finish the page before playtime.' Or, 'Stay on the playground not the grass whilst it's wet, please'. It is equally effective to make positive comments about the children who are complying and 'on task' in order to encourage those that are not. For example, 'Well done for concentrating so well, Sue. You are trying really hard'. Or, 'Well done, Sarah, Gareth, Simon and Peter. You all lined up straight away and without fuss.'
- If the unacceptable behaviour continues further measures are implemented which include intervention strategies - window of tolerance, de-escalate situation, positive strategies, thinking time in class allowing the pupil time out to think about actions.
- The next level of sanction is for the child to be placed in 'time out' within another class. The child may be sent for the remainder of the lesson. The child will be sent with work to complete and given a place to work away from the other children. The child will complete a reflection sheet during break time (Appendix 1).
- If a child's behaviour is persistently unacceptable or in the case of acts of significant aggression, violence or direct disobedience they will be sent to the Head Teacher where they will remain for the remainder of the lesson - parents informed.
- If there are unacceptable behaviours during play times or where pupils have not followed our whole school rules this could lead to missing further playtimes to discuss behaviour and complete a reflection sheet (Appendix 1) - parents informed.
- Major breaches of discipline such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse of a member of staff and persistent disruptive behaviour in class may lead to a child being excluded on a temporary basis. The exclusion of a child is extreme and only carried out as a last resort. This would be done in accordance with the LEA's Exclusion Procedures.

Fixed Term Exclusion

This can be applied at any time it becomes necessary. It is the most serious corrective action that the Headteacher takes. Consideration is always given as to whether a one day, three day, five day or longer fixed term is appropriate for each incident. The decision to exclude is taken only -

- in response to serious breaches of our Behaviour Policy, and
- if allowing the pupil to remain in school would seriously harm the education and welfare of that pupil or others in the school.

Permanent Exclusion

In exceptional circumstances the Headteacher may make this decision following a first or one-off offence. These would include -

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

In deciding on exclusion, under Section 52(4) of the Education Act 2002, regard will be given to the guidance given in Circular 1/2004 'Exclusion from Schools and Pupil Referral Units', issued by the National Assembly for Wales.

The sanctions employed by the school form a sliding scale, but any individual act of indiscipline may invoke a particular sanction. For example, swearing or fighting may lead to a child being sent to the Head Teacher immediately, refusal to work could lead straight to time-out in class.

A written record of any serious incidents will be made and filed. In some cases this may take the form of an ongoing record of evidence that can be used as part of the LEA's statementing process or, in the most extreme cases, to support exclusion.

The Role of Parents

An effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents have a key role to play in ensuring the effectiveness of this policy by supporting and reinforcing both the incentives and the sanctions that we employ.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

At Llanbedr Church in Wales School we recognise the responsibility that we have to keep parents informed of behavioural issues and to raise concerns at the earliest possible opportunity. As soon as the behaviour of a child becomes an issue we will inform the parents and arrange a meeting to discuss the way forward. This can be the result of either persistent minor problems or a single act of severe indiscipline such as refusal to work, swearing or fighting. Where necessary a behaviour programme may be implemented in consultation with the school ALNCO and the child's parents.

Additional Learning Needs

It may be necessary to put individual programmes of rewards and sanctions into operation for certain children. This will be recorded on a child's IDP or Behaviour Plan and reviewed on a termly basis. Parents will be informed accordingly and partnership procedures discussed such as star charts, parental involvement etc.

Mental Health and Emotional Wellbeing (also refer to associated policies)

It is important that staff identify pupils experiencing mental health and emotional wellbeing issues as these may have an impact on their behaviour towards others. These issues are addressed through support and an Individual Wellbeing Plan with the school's co-ordinators for Mental Health and Wellbeing.

Staff responsibility

It is important that staff maintain the school's discipline message, not only by what they say, but also by what they do. Discipline should be actively promoted by: -

- Accepting responsibility for all pupils, not just those in their class.
- Sharing problems and successful strategies for dealing with them.
- Having common stands on discipline.
- Always informing parents of sanctions given.

Behaviour Modification Policy

As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, etc.
- ◆ commenting on a child's good behaviour to other children/other classes
- ◆ showing achievements in Assembly
- ◆ involving parents at an early stage to co-operate on an action plan.

Conclusion

Through adopting these strategies we believe that at Llanbedr Church in Wales School the good discipline that ensues, assists the pupils' development both through the curriculum and on a more personal and social basis.

What I Did



What I Should Have Done