

YSGOL CYNRADD CYMUNEDOL ABERMORDDU ABERMORDDU COMMUNITY PRIMARY SCHOOL



BEHAVIOUR POLICY

Equality Impact Act Assessment	YES	NO
Last Date Review	January 2021	
Date to be Reviewed by Senior Management Team	September 2024	
Date Adopted by Governing Body	November 2024	
Headteacher - Mr Bryan Griffiths		
Chair of Governors - Mr Adam Caris		





Behaviour Policy

Introduction

This policy is the statement of structures, procedures and strategies for the positive management of behaviour Discipline and Anti Bullying in Abermorddu Primary School.

This policy sets out the expectations of both pupils and adults in school with regard to promoting positive behaviour. All adults in school work and interact with children and in doing so respond to pupil behaviour. Behaviour is something every person in school has an impact on and therefore consistency of approach by all staff is vital. In order to create a school where positive behaviour is embedded, pupils, staff and parents need to be clear and consistent about expectations and systems to promote positive behaviour.

At Abermorddu we aim to create an environment that is friendly, productive, safe and calm. This is achieved by rewarding success and giving praise for effort and achievement. These strategies build a sense of respect, which encourages positive behaviour, effective learning and positive relationships.

Positive behaviour must be carefully developed and supported by the example of adults, by well-planned and stimulating learning opportunities and by working in partnership with pupils and parents. Parents share the responsibility with school in helping their children to behave positively.

Aims of the policy

- To have a calm and respectful school community, where effective learning takes place.
- To enable each child to make positive choices and take ownership of their own behaviour.
- For all staff to be aware of factors that can affect a child's behaviour and the positive influence they can have on this.
- For all staff to be familiar with strategies, rewards and sanctions in relation to positive behaviour management and to use them in accordance with the policy.

Objectives

- To have a policy which acts as an agreed system for all staff in school.
- To reflect the beliefs and understanding of staff and outline the systems and procedures for them to follow.

Agreed values

This policy is in line with our core values as a school of respect, creativity and ambition

Promoting Positive Behaviour

Each class will display the whole school rules in their classroom and discuss what each one means in terms of pupil behaviour in class and around school. This discussion will take place at the beginning of each new academic year and the rules will be referred to throughout the year.



Strategies Used in School

PHSE - JIGSAW

Assembly

ELSA

Well-being Sessions to promote positive behaviour

LEGO Play

Staff meetings

Other Curricular work

Supporting positive behaviour

All staff in school work with pupils to minimise incidents of unacceptable behaviour. This is done via all interactions with pupils and by creating environments and a class ethos which supports and rewards good behaviour. A consistent approach towards dealing with challenging behaviour is vital as well as ensuring the types of support listed below are in place.

- Agreeing class rules
- Having clear expectations of behaviour
- A consistent approach by all members of the school community
- Using positive language
- Listening to the child's point of view
- Helping pupils develop skills of co operation and discussion
- Rewarding good behaviour
- Being aware of pupils individual needs and learning styles
- Establishing a stimulating and supportive learning environment.
- Encouraging all to be members of the school community and to show the responsibility that goes with that
- Encouraging School Council to provide a voice for all pupils in school

How we reward positive behaviour

- Verbal praise to the child
- Given extra responsibility
- Class Rewards - Class Dojo
- Stickers
- Headteacher Award
- Non-verbal signals (smile, thumbs up)
- Informing parents of positive behaviour
- Seren Yr Wythnos

Behaviour which is inappropriate/unacceptable

We acknowledge that there are times when children need reminding to follow rules and they may engage in the types of low- level disruption listed below. In isolation these types of behaviours usually require a reminder from an adult that serves to correct the behaviour. When low- level disruption occurs on a regular basis it becomes more serious. If a child has not responded to the range of strategies employed for these types of behaviour and continues to disturb the class the effects are more serious and the consequences become more high level.



Examples of low- level disruption might include:

- Repeatedly calling out
- Throwing/ flicking property
- Talking at inappropriate times
- Not completing work set
- Distracting other pupils
- Being bad mannered

Examples of behaviours considered to be higher level include:

- Damaging property
- Deliberately hurting someone
- Swearing and offensive name calling
- Stealing
- Making inappropriate comments about protected characteristics such as, but not limited to racism, homophobia, religion, gender.
- Insolence
- Refusing to follow instructions
- Shouting out

Ways we would address inappropriate behaviour

A reminder would always be given to the child that would give an opportunity for them to correct their behaviour. If the reminder did not have the desired outcome the adult may use one or more of the following sanctions.

- Asking the child to stop
- Non-verbal signals
- Ask the child to move to another seat
- Short time out of class
- Short time in another class
- See child individually to discuss behaviour
- Miss a playtime
- Referring to a child to a senior member of staff.
- Inform parents verbally or via email/seesaw/phone call

These strategies are not in sequential order and may be used more than once along with other strategies that adults feel are appropriate. We will ensure that we use different approaches consistently across year groups to ensure that all staff are managing behaviour in a consistent approach. One way of doing this is by implementing the 'Good to be Green' behaviour management system.

Where an incident has taken place which involves one child harming another and would involve contacting the parent, parents of the child affected by the behaviour should also be contacted.



If the strategies don't work

In the first instance a discussion could take place between the teacher and a member of the Leadership Team, as well as updating CPOMS to record a log of the incidents. Where strategies are not helping the child to improve their behaviour, a discussion in a staff meeting should take place to discuss and share next steps, along with strategies from the [ALN Toolkit](#). Following this, should the behaviour continue, parents should be informed and a referral can be made to the ALNCO. The class teacher would meet with the ALNCO and the parents to discuss a plan of action. This may lead to the involvement of other staff in school such as the Deputy Headteacher or Headteacher.

Monitoring and Evaluation

There will be an ongoing monitoring of this policy by Leadership Team staff.

Record Keeping

- **School Records** – Persistent or extreme misbehaviours should be recorded using CPOMs and the Headteacher should be informed. Children will sometimes be asked to write their version of events, if they are able. Parents may be contacted to discuss behaviour and a home/school behaviour plan may be put in place.
- **Individual Behaviour Plans** may be written in conjunction with a child and their parents/guardians following a severe or persistent bout of inappropriate behaviour.
- **One Page Profiles** – these are used to support the child's learning, informing staff and supply teachers about which strategies are more effective with certain children.
- **Referral to Other Agencies** – where steps have been put in place to improve a child's behaviour (IBP, meetings with parents) a referral may be made to the Behaviour Support Team or other agencies. Where necessary a member of the team may meet with staff members and parents and may observe the child in school before agreeing on a way forward.

Communication

All staff will receive a copy of this policy. A policy summary will be sent home for parents and pupils and a summary be included in the school prospectus.

If behaviour issues are persistent with an individual pupil, the class teacher must share their concerns at the staff meeting under the Pupil and Family agenda item.

Discipline/Sanctions

Minor Incidents

Staff members will use their discretion when there is a minor issue and may instead give a verbal warning. At this point, a 'Stop & Think' card may be issued.

Stage One

Warning card - the pupil will physically change their green card to the yellow warning card.



Stage Two

If the same child repeats or does something else whilst on a warning card, they will have to change their card for a red consequence card and the following may apply:

- Foundation Phase - miss a playtime
- Key Stage Two - miss a play time, miss lunchtime

Please note – times/numbers of playtime missed may vary depending on the severity of the incident.

If it is a severe incident such as e.g. acts of aggression, harming others etc. then the staff member may issue a straight red card and the teacher/Headteacher will be informed.

Stage Three

Persistent poor behaviour, lack of respect or severe behavior will result in the child being sent to discuss their behaviour with the Headteacher. The Headteacher will determine whether parents should be contacted at this point.

Stage Four

If poor behaviour continues after the above stages, then parents WILL be invited into school to discuss the child's behavior and any issues that may be influencing this type of behaviour.

- ❑ Please note, children are encouraged and will always be praised for their **honesty**.
- ❑ Acts of bullying or racism will be reported to FCC via the Challenging Bullying portal.

Purpose

1. to provide a framework which:
 - Encourages students to develop self-discipline and a sense of self-worth, to respect the rights and feelings of others, and to take responsibility for their own actions.
 - Ensures that students, staff and parents can clearly understand the school's expectations of student behaviour.
 - Establishes a set of principles for dealing with unacceptable student behaviour.

Guidelines

1. Encouragement and support should be regarded as the basis for developing acceptable behaviour. Sarcasm, ridicule and undue persistent criticism should not be used in any situation as a corrective action.



2. Students should be encouraged to accept responsibility for their own behaviour. The consequences of misbehaviour should be logically related. Discipline of the whole group should not be seen as an appropriate response to an individual's misbehaviour.
3. Unacceptable behaviour is that which:
 - is dangerous to the student, other students, teachers or property;
 - is offensive or inconsiderate;
 - interferes with the rights of teachers to teach and students to learn.
4. Rules should be few in number, stated positively and clearly, and revised regularly through consultation between teachers and students. Every member of the school community should have access to a copy of the Behaviour and Anti-Bullying and Discipline Policy and follow the step by step approach below.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records on CPOMS of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will look at doing a permanent managed transfer of a child. At each stage of a managed transfer the Headteacher will inform the school governors.

Responsibilities of the Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, reviewing their effectiveness and the consistency of use. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

The Responsibility of Parents

- To support and cooperate with the school in being positive role models to their children and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.



- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school by 9:00am and collected at 3:15pm (for Infants) and 3.20pm (for Juniors).
- To encourage each child to make the most of the opportunities presented at school and take pride in their achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell has gone, teachers are unable to speak to you because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school).
- If you would like to raise a concern, please do not speak to the teacher in front of your child or other children. Do not approach other children or parents to address your concerns.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.

The Responsibility of Pupils

- To follow the Abermorddu CP School rules.
- To accept responsibility and consequences of their actions.
- To respect all adults with whom they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' and the school's property.
- To demonstrate a positive attitude to learning.



ABERMORDDU CP SCHOOL

