



## **St Illtyd Primary School.**

### **Behaviour Policy.**

*All those people involved in the life and work of the school will be responsible for the implementation of this Policy.*

#### **Mission Statement.**

*Work hard, Think hard, Have Fun!*

Within our school, we believe everyone has the right to feel safe at school, to learn to the best of their ability, to be treated fairly, with dignity and respect.

This mission statement and the aims of our school encompass this statement.

#### **Aims**

We believe that children achieve their best where there is a positive partnership between school and home.

We aim to create a fun environment where a high standard of learning takes place encouraging independence.

We aim to provide a wide range of learning experiences to cater for the needs and abilities of all children in an ever changing technological world.

We aim to ensure that children value and respect the fact that we are all different.

We aim to develop in children the skills for life in a changing world.

We aim to work in partnership with parents and the wider community.

#### **This policy:**

- Ensures that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Encourages independence and self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensures that everyone has a consistent approach to behaviour with clear expectations.
- Encourages parents to work in partnership with the school.
- Encourages positive, caring attitudes where everyone feels valued.

The behaviour policy will be updated, discussed and shared with all stakeholders every three years and feed back from parents via questionnaires and pupils will be given full consideration. It will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti-Bullying Policies.

### **Procedures and Practice.**

Most interaction in schools is in the main between staff, pupils and their peers. The use of a behaviour code will enable pupils to know what behaviour is expected of them and enable teachers to teach, encourage and reinforce responsible behaviour. Every child must feel valued for the contribution they make to the life of our school.

Behaviour is a whole school issue which affects everyone. Individual behaviour takes place in a whole school environment. Therefore it is important that we recognise that school rules are there for everyone's safety and protection. Everyone is expected to follow school rules. This policy applies to all pupils including those with additional or special needs.

Our school rules are listed below and include:

- ◆ Follow instructions.
- ◆ Allow everyone in the class to learn.
- ◆ Use appropriate school language.
- ◆ Put your hand up – don't call out.
- ◆ Walk in the corridors
- ◆ Be polite at all times
- ◆ Respect all visitors to the school
- ◆ Everyone must be given the opportunity to learn without being disturbed by inappropriate behaviour
- ◆ Be kind to others, treat others as you would like to be treated yourself

At the start of each school year pupils children are reminded of our School Rules:-

- Listen
- Use kind words
- Walk
- Look after everything
- Remember *Work hard, Think hard, Have Fun!*
- All classes have a class charter that children sign regarding the rules.

## **Rewards and Sanctions.**

At St. Iltyd Primary School we recognise the use of rewards and sanctions can promote good behaviour.

### **Rewards.**

These rewards may be used by teaching and non teaching staff to encourage every child to follow school rules. Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom.

It also allows pupils who almost routinely follow the 'behaviour' code to receive appropriate recognition for this.

It increases pupils' self-esteem and helps improve relationships by focusing on positive as opposed to negative aspects of interaction.

Rewards should include: \*

- ♦ Verbal praise
- ♦ Non-verbal praise, e.g. 'thumbs up' or smile.
- ♦ Stickers
- ♦ Dojos
- ♦ Merit/house points
- ♦ Positive notes home
- ♦ Celebration assembly certificates
- ♦ Praise cards

### **Sanctions:**

These sanctions may be used by teaching and non teaching staff to encourage every child to follow school rules. Sanctions are there to help re-engage and motivate pupils to choose appropriate behaviour and recreate a positive atmosphere in the classroom.

They are also a reminder to pupils who almost routinely follow the 'behaviour' code.

Sanctions should be something pupils do not like but must never be physically or psychologically damaging. They are not to humiliate pupils i.e. be fair, appropriate and commensurate to the cause and they do not have to be severe to be effective. Sanctions should be immediate and must be appropriate for the pupils and the staff must feel comfortable using them.

They should be organised into a hierarchy that clearly indicates what will happen and be applied consistently but individual circumstances should be taken into account.

The following sanctions may be included if a child breaks a rule \*

- Removal from the group (class).
- Interruption of break or lunch-time privileges.
- Withholding privileges.
- ‘Internal exclusion’ from, for example, part of the school or a particular lesson or peer group.
- Completion of assigned work or extra work.
- Carrying out a useful task in the school / helping others.
- Reflection sheets.
- Negative Dojos.
- Report book (in school)

\* Teachers may select appropriate rewards or sanctions from the lists provided.

If any of the recommended sanctions fail to have the impact of helping the child to comply with school rules, teachers need to use assertive discipline strategies (restorative questions/practices) in which everyone has been trained. These are

First time:	A warning
Second time:	Moved to work alone.
Third time:	Minutes off your playtime
Fourth time:	Time out with Head Teacher or Deputy Head Teacher.
Fifth time:	Parents can become involved at any time in this process.

After one or more of the recommended sanctions are applied, severe incidents should be logged with the teacher keeping a behaviour log where necessary.

If the child’s behaviour continues to disrupt the school rules and escalates the teacher may complete an Individual Behaviour Plan (IBP). This will set out steps a child needs to take that will allow him/her to learn effectively within the classroom environment and beyond.

### **The Unresponsive Child/ The Child in Crisis**

The vast majority of pupil behaviour will be managed effectively by the consistent use of assertive discipline techniques, positive behaviour recognition and the systematic application of rewards and sanctions.

However, there may be some instances where action has to be taken immediately to deal with a pupil’s disruptive behaviour. On these occasions it will be necessary to:

### **School Action**

- Discover the exact nature of the problem.
- Show empathy and concern.
- Find out why, where and when a problem occurs.
- Work with the pupil to improve behaviour.
- Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils.

The class teacher, SENCo, and in some instances members of the SMT should be involved in planning a way forward using Individual Behaviour Plans. Parents/Carers will be involved in planning the way forward.

Pupils who do not respond positively to the actions agreed at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Primary Behaviour Improvement Team.

However, before a child is referred, school staff will ask the following questions:

- Is the child following class rules, rewards and sanctions and are they being applied consistently?
- Have parents been involved?
- Have learning issues been discussed and has work been appropriately differentiated?
- Have strategies such as Circle Time, Circle of Friends, Anger Management, Emotional Literacy strategies been used?
- Have at least two IBPs been implemented and reviewed?

There is a need to be aware that occasionally there can be an emergency situation and for these pupils a fast track system must be used.

- It is crucial that these pupils are referred to the Educational Psychologist and the Primary Behaviour Improvement Team immediately
- A Pastoral Support Programme will be prepared and implemented. This is important for the child who is at risk of exclusion

The main principles behind the Pastoral Support programme (PSP) are as follows:

- The Pastoral Support Programme is a school based intervention where the behavioural outcomes for the child to work towards should be precise and realistic.
- The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.
- The needs of the pupil will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

## **School Exclusions.**

Where poor behaviour fails to improve and the child continues to cause ongoing concerns that impact negatively upon his/her class work and the work of others, exclusions may take place.

This will be for one or more of the following reasons:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies (PSP) have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the Local Authority guidelines for exclusions with reference to Guidance document no:081/2012

The policy was reviewed in March 2018.

Signed **\_A Piper**

Signed **R Hardy**

Alison piper (Chair of Governors)

Roger Hardy (Head Teacher)

The policy will next be reviewed in March 2019.

