

## **Behaviour Policy**

### **Purpose**

This policy supports the health and safety of pupils by setting out the practical measures we take to maintain "good order and discipline" within school and it constitutes the formal "Pupil Discipline Policy" of Tylorstown Primary.

### **Values**

We believe that children learn best when they know where they stand, when they feel safe and when they feel valued as members of the community.

Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving. We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward appropriate behaviour, which supports our belief that everyone is entitled to care, courtesy and consideration.

We challenge individuals who, by making poor behaviour choices, inhibit the well being and learning of themselves and others. We believe that everyone is accountable for the consequences of their choices.

We know that children are part of the wider community and trust that parents and carers will support our behaviour policy. We acknowledge the importance of their support and believe that we should all work together to ensure Tylorstown Primary School is a safe and caring learning environment for everyone.

- all children have the right to learn and play in a safe environment that builds their self-esteem;
- an orderly environment is needed for effective teaching and learning;
- self-discipline, respect for others and a proper regard for authority are vital life skills;
- partnership between home, school and other agencies is essential;
- children with emotional and behaviour difficulties deserve support.

### **Objectives**

- Children will understand they can choose to behave sensibly
- Children will understand that their choice of behaviour will have consequences - good or bad.
- Children will understand the impact of their behaviour on others.

- Children will understand they form an important part of the school society as individuals.
- Children will learn the skills required to communicate effectively and to make decisions.

### **Rationale**

The policy.....

- Assumes everyone can succeed
- Assumes everyone can make a sensible choice
- Offers a maintenance programme for children who always behave sensibly
- Gives opportunities for redemption so that children who make the wrong choice are not discouraged too quickly
- Involves incremental steps so that children can reflect if they have made a bad choice and choose more wisely
- Employs sanctions that reflect the seriousness of bad choices of behaviour
- Polarises extreme behaviour as unacceptable
- Involves parents as partners in ensuring children become good citizens
- Encourages the use of additional rewards and stickers for exceptionally good behaviour and work
- Will be applied consistently including lunchtime
- Allows the school to monitor behaviour with data and set targets.

### **Rewards and Consequences**

Rewarding appropriate behaviour is our central strategy. We do this in many ways and an illustrative list of current reward strategies is contained in appendix one. This list is not exhaustive.

There are times when children choose to break the school rules. By applying proportionate consequences we believe we can teach the children to be more responsible.

### **Rewards**

As a school we feel that it is vital to acknowledge and praise children's achievements as well as good effort in their work and behaviour. The following are a list of rewards in place and which aim at encouraging children positive behaviour and attitude towards school life.

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- Verbal praising- in class - private and public
- House points (class 2- class 6)

- Teachers' certificates presented in Assemblies
- Star of the Week
- Stickers or stamps
- Attendance and punctuality certificates and rewards
- Texts or letters home to parents
- Comments in exercise books
- Face to face praise with their parents
- Displays of pupils' work.
- Opportunities for greater responsibility.
  - Star of the week - one child is nominated each week by each teacher and the names are entered in the book. The children are presented with a certificate.
  - Top table - one child is nominated each week by their class dinner lady and one from breakfast club to join the Headteacher for Friday lunch.
  - Headteacher's Award -Global Citizen- given weekly to one child for good conduct, or exceptional improvement.
  - Helpwr yr Dydd

### **Disciplinary Procedures**

In order to maintain consistency throughout the school, the staff and governors have agreed that the following procedures will be followed.

The following procedures are a guide. If an incident is sufficiently serious to warrant exclusion for a fixed term, or a permanent exclusion, then the Headteacher will do so in order to maintain the safety of the staff and children.

Children, transferring from other schools, with recognised behavioural and emotional Special Educational Needs will be placed on a step that matches their SEN level

- Action
- Class teacher and senior leaders will agree a Behaviour Plan which prioritises one target of achievable behaviour which is regularly monitored. Parents will also be informed.
- On Track to work 1:1 or with a small group of children promoting positive behaviour strategies
- When needed referrals are made to outside agencies such as CAHMS (Children and Adolescents Mental Health Services) and Behaviour Support.

### **SANCTIONS AND CONSEQUENCES**

The following information gives the basic framework of sanctions and consequences used in our school.

This system puts learning first. It has been created so that children's learning is not interrupted and those children presenting challenging

behaviour have clear steps which allow them to change their behaviour and receive appropriate support.

No child should be sent to another class as this will disrupt 2 classes and their learning.

- **Step 1.** Warning
- **Step 2.** Thinking Time within own classroom to reflect on how they can make things better - egg timer or stop watch must be used to ensure time is measured:-
  - o Nursery - 2 minutes
  - o Foundation Phase & Key Stage 2 - 5 minutes

**Once step 2 has been reached the child refers back to step 1. Please note that a child can only reach step 2 up to 2 times in one session.**

- **Step 3.** Miss playtime - outside standing against the wall. If it is wet playtime, in school hall supervised by an adult from the same class. No child will miss playtime outside the office unless placed there by a member of the Senior Management team. Nursery pupils will miss 5 minutes of playtime.

**Each session will start afresh. However, if a child misses one playtime and reaches step 3 again in one day they will go straight to step 4.**

- **Step 4.** Sent to the Headteacher for a talk about how they have disturbed their own and other children's learning. Parents will be informed by telephone, face to face with parent or letter if a child gets to this stage.
- **Step 5.** Possible fixed term exclusion from school.

Please Note: Under some circumstances such as violence, verbal abuse or theft the children will not pass through all these steps and may go directly to internal or external exclusion

Although the same sanctions and consequences apply to all children, there are some children who will need extra help and support to manage their behaviour.

For these children it is important to identify a programme which involves setting small, achievable targets. These need to be clearly communicated to the child so they can experience success and positive feedback.

## **BULLYING**

Bullying takes many forms and can be physical and/or verbal and sometimes silent e.g. a look. Bullying must be dealt with rigorously with counselling given to both the victim and the perpetrator (attention given to "How do you think the other person felt?"). The incident should be recorded and closely monitored. Parents should be informed if the bullying persists (both victim and perpetrator).

### **USE OF REASONABLE FORCE**

In extreme circumstances it may be necessary for member of staff to use reasonable force to control or restrain a pupil. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

All school staff have a legal power to use reasonable force for example:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupt the behaviour of others
- preventing a pupil from attacking a member of staff or another pupil or to stop
- restrain a pupil at risk of harming themselves through physical outbursts

### **EXCLUSION**

Exclusion is an extreme step. Exclusion for a fixed period of time will be taken in cases of:

- persistent and defiant misbehaviour, where the child fails to respond to school strategies and the safety and learning of others is hindered
- bullying
- an incident of extreme seriousness for example violence against another pupil or a member of staff
- Permanent exclusion will only be taken in cases of:
  - sexual abuse or assault
  - supply an illegal drug
  - carry a offensive weapon

The Headteacher or in his/her absence the Deputy Headteacher will follow the Rhondda Cynon Taff Guidelines on Exclusion.