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# BEHAVIOUR POLICY

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## **1. Introduction**

Excellent behaviour is essential to enable the school to achieve its aims. This policy has been written in consultation with children, staff and Governors. It recognises that in order to be successful the policy relies on positive relationships between all children and staff. Whilst the policy gives guidelines these depend on the professional judgement of all staff if they are to be implemented successfully. The aim of the policy is to ensure that children are supported as they learn how to be positive members of the school community respecting all who learn and work within it.

## **National Guidelines and Policies**

- Our Behaviour and Wellbeing Policy reflects the following WAG Guidelines and Procedures:  
\*The UN Rights of the Child Articles, \*Pupil and Inclusion Support 2015, \*Practical Approaches to Behaviour Management in the Classroom 2012, \*WAG Guidance on Exclusions, Safe and effective intervention-the use of reasonable force and searching for weapons 2010
- Our Behaviour and Wellbeing Policy should be read hand in hand with our school's: Anti-bullying Policy, Teaching and Learning Policy, ALN Policy Attendance Policy, Child Protection and Safeguarding Policy, Home/School Agreement.

## **2. The aims of our policy is :**

- to clearly set out our procedures for promoting good behaviour and handling incidents of misbehaviour using Assertive Discipline approaches
- to make explicit our Behavioural Expectations and promote our children's self-respect and respect for others so that effective learning can take place
- to ensure all staff, parents and pupils understand our Rewards and Consequences system and use it consistently across all phases within our school
- to promote the values of responsibility, honesty and fairness
- to promote our children's rights, general well-being, safety and happiness

## **3. Our School Behavioural Expectations are:**

Good behaviour is necessary for effective learning and teaching to take place. We need a set of clear expectations which the school community lives by. Our expectations are explicit and clearly communicated to all members of the school community. At our school, Children

are encouraged to take responsibility for their own behaviour and our children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach.

**At Plascrug School, we have 6 Behavioural Expectations that are clearly displayed in each classroom and taught to our children:**

- We always try our best to be sensible, responsible, caring and considerate at all times, so that the school is a happy place for everyone.
- We are here to learn, so we always listen carefully and carry out the instructions of our teachers and other adults who work in the school.
- We never leave school without permission.
- We walk and talk quietly when indoors: we can run and shout in the yard.
- We treat school property and the environment with care, and respect our own and other people's possessions.
- We are always polite and welcoming to visitors.

These are often simply summarised in discussion with children as 'kind hands, kind feet and kind words.'

#### **4.Promoting good behaviour and Wellbeing (Relationships):**

At our school we believe that the essential ingredient to promoting positive behaviour is to foster **good-quality relationships** between all children, all school staff and parents/carers. We develop **positive relationships with our pupils** by:

- Greeting our pupils happily at the beginning of each day and carrying out an emotional check-in
- Creating a caring and supportive learning environment in each class in order to promote self-esteem and self-confidence
- Using pupil voice to contribute to all that we do in order to ensure shared ownership of the class and our learning voyage
- Using Circle Time to promote honesty, communication and social skills
- Providing our pupils with positive verbal and written feedback and praise for effort and achievement regularly
- Using a 'Bocs Becso' in order to share worries

Our school is a Parent Friendly School and we promote **positive relationships with parents** by:

- cooperating a structured open-door policy

- ensuring our home–school agreement is sent to parents/carers by individual teachers outlining the school Behaviour Expectations, positive rewards and consequences for appropriate and inappropriate behaviour at the beginning of each school year
- sending positive notes home for good behaviour, effort and achievement
- clearly informing parents of any misbehaviour and actions taken on the same day. Teachers us their judgment as to when this is necessary
- involving parents in their children’s learning by sharing targets, holding positive and interactive parent evenings and by providing family learning workshops through our links meetings
- involving parents in social events organised by the PTA to promote a feeling of community

#### **5.Promoting Positive Behaviour and Wellbeing at our School(Teaching and Learning):**

Our school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Staff will maintain high expectations of behaviour and will provide a broad, balanced, interesting and engaging, school curriculum that includes quality PSE Sessions at all age groups . Staff will know their children’s varying needs well and will ensure an appropriate level of challenge for all children within their class. Staff will ensure that they use a wide variety of AFL techniques to strengthen pupils voice and learning partnership between teacher and child.

**Playtimes/lunchtimes** To aid consistency and in order to promote the importance of good behaviour during these times the behaviour expectations are followed throughout each playtime, lunchtime and as children walk from their classes and on their return.

#### **Promoting Positive Playtime Behaviour:**

- \*We display Playground Rules clearly around the school grounds
- \*We operate play zones or a structured play timetable
- \*We ensure our staff/supervisors are fully aware of our behaviour expectations
- \*We have Year 6 Playground monitors
- \*We have a Friendship Stop
- \*We have quiet areas for relaxation

## **Praise and Rewards:**

Children need praise and rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour. The rewards that children will receive for keeping the school expectations are as follows:

Our assemblies provide an opportunity to celebrate pupils' achievements and successes. Each teacher nominates a pupils each week who has excelled in one or a number of ways. This could be in their work, behaviour or caring attitude to others for example.

Each child nominated receives a badge and those drawn have a 'scooterer of the week' award. They receive a certificate and get to take a scooter home for the week. All children nominated receive praise for their nomination in front of their peers.

To encourage excellent walking within the school building a class in both Foundation Learning and KS2 assemblies receive a weekly award. They have the opportunity to sit at a special table for lunch and have breadsticks and flowers on their table !

A range of strategies are used in the school to reward good behaviour such as Class Dojo for example.

## **Consequences**

Unfortunately, there are occasions when all children will choose to misbehave. Our school will handle these incidents fairly and consistently. This depends on staff using their professional judgment and the individual circumstances they are dealing with. Staff have been trained in 'emotion coaching' based on research by American Psychologist John Gottman, it uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies. It would be appropriate to use the time of reflection mentioned below to allow children to calm down if required. The discussion that follows would 'replay the tape,' giving the child the opportunity to think what choices they might have made to avoid the situation escalating and those they would

make in the future. We ask staff when dealing with misbehaviour to implement sanctions fairly, incrementally and proportionally, for example:

- **1<sup>st</sup> Misbehaviour:** 1<sup>st</sup> Verbal Reminder of our expectations (2 minutes to reflect)
- **2<sup>nd</sup> Misbehaviour:** 2<sup>nd</sup> Verbal Reminder of our expectations (2 minutes to reflect)
- **3<sup>rd</sup> Misbehaviour:** Lose 5 Minutes playtime and yellow Slip home **(Yellow Card)**
- **4<sup>th</sup> Misbehaviour:** Lose 10 Minutes Play and orange Slip home + Phonecall to parent/carer or discussion after school from teacher **(Orange Card)**

• **Severe Clause: RED CARD** In the case of a serious incident such as bullying or physical aggression the Head Teacher will call parents in for a meeting and consequences will be discussed and planned in partnership. Each case will be dealt with individually.

• We deliver consequences using Assertive Language scripts using the language of choice as this ensures that children have ownership of their own behaviour: e.g. **“Sam, you have not listened to my instructions therefore you have chosen to lose 5 minutes play”**

### Challenging Behaviours and Additional Learning Needs

#### Step 1

Challenging Children: Children who are identified as having emerging needs are closely monitored, before it can be determined if a child has ALN. This will include gathering information, planning, monitoring and reviewing the child’s progress using the 4 + 1 tool. The child should be accessing Inclusive Learning Provision e.g a child with challenging behaviour should have:

- Well-structured and differentiated activities.
- Short, sharp activities to maintain the child’s focus and interest
- Standard targeted interventions
- High quality teaching
- Consistent routines and boundaries
- Visual Timetable
- Praise and reward systems

Social, Emotional and Behavioural Difficulties are caused by a wide variety of reasons from difficult home circumstances to medical conditions such as ADHD or ASD. Each difficulty will be handled individually, so as to ensure the correct support is given to each child in our care. Behaviour Management Training and the use of de-escalation techniques are part of our staff training agenda and this ensures that moderate to high end behaviours are dealt with effectively. TEAM TEACH Approaches are used as a last resort in cases that breach health and safety of staff and other children. (Please see Safe Hands Policy)

## **Step 2**

Following a monitoring period of 2 terms if the child's needs are not being met through Inclusive Learning Provision, then the 'ALN Decision Making Flowchart' should be referred to and both questions answered to determine whether Additional learning provision is required' and whether the child has ALN and requires an IDP

## **The role of the Head Teacher and Serious Incidents of Misbehaviour and Exclusions**

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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 keeps records of all reported serious incidents of misbehaviour and carries out Risk Assessments.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions. If the headteacher excludes a child, she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for

further improvements. If the school has to use sanctions we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the headteacher. If the concern remains, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set in the school's complaints policy.

**Agreed by staff:**

**Date Reviewed annually:**

**Last review Agreed by governors-Date:**