



Coed Y Brain Primary School



Behaviour Policy

BELIEVE Let's **to ACHIEVE**



 Ambitious & Capable

 Healthy & Confident

 Ethical & Informed

 Enterprising & Creative

Coed Y Brain Primary School

Behaviour Policy



At Coed Y Brain Primary, we believe that good behaviour is a necessary condition for effective learning to take place. We seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.

The Curriculum, Lessons and Behaviour

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. With the onset of the new curriculum children will be given greater autonomy and involvement in the deciding and planning what they learn. This should encourage and create an environment where pupils' attitudes towards learning improve as they become fully engaged with the curriculum. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture and access to resources all have a bearing on the way children behave.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-

operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

The school fully supports the 'Thrive' approach which is a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques to support all pupils to manage their emotions and behaviours. It uses an online tool to assess every pupil and identify their level of emotional literacy, it is a stage and not age tool. Identifying a pupil's level of emotional intelligence can help an adult support and work with a child more positively. The Thrive approach works by using VRFs (Vital Relational Functions) as a way of communicating with our pupils. It also equips our staff to work in a targeted way with children who may have struggled with difficult life events to help them re-engage with life and learning.

The School Council

Coed Y Brain Primary School is committed to the fullest possible involvement of pupils. We feel that when pupils feel ownership of decision making, it is more likely to be enacted. Aspects of the school's behaviour policy are discussed with the school council and, via councillors, with all classes during pastoral periods.

Rules and Routines - Rationale

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour; we feel that they should:

- Be kept to a minimum.
- Be simple.
- Be easily understood by the youngest to the eldest child.
- Be positively stated, telling the children what **to** do rather than what **not to** do.
- Involve everyone.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school community has responsibilities towards the whole.

It was on this basis that we agreed the following:

Our School Rules

- **Be Ready.**
- **Be Respectful.**
- **Be Safe.**

At the start of the new school year, the rules are discussed, and pupils consider what they mean in action in the context of the school. Classes may illustrate this with 'Class Rules' – these are always fully consistent with the above.

Keeping Behaviour Good

To make the system clear to all children we will set up 'behaviour traffic lights' from reception through to year 6. These will consist of three large circles in green, amber and red. Each child starts each day with their photo/name in the green circle. Any breaking of rules will result in the child's photo face/name being moved to the amber light. Another transgression results in a move to red. Each stage of the procedure also carries a "consequence":

- The move from green to amber results in a "time-out" and "thinking time" i.e. removal from the main group and time to reflect.
- The move from amber to red results in the child being sent to a "buddy class" for a short period.

- If a child receives a red light, they will miss 5 minutes of their playtime in the “Think Again Room”.
- If a child has 3 red lights a letter will be sent home to parents.
- If a child has a further 5 red lights parents are invited into school and behaviour is discussed with the class teacher and head teacher if appropriate.
- All children who are ‘green’ at the end of the day have a “special playtime” every Friday.

To further celebrate children’s good behaviour there will be an additional three traffic lights bronze, silver and gold. At the end of each day staff will choose 1 or 2 pupils who have exceeded expectations that day and they will move up the traffic lights. Once they reach gold they will be recognised and rewarded with a prize

Routines that help the rules:

Children should aim to arrive on school premises after 8:35am when the playground is supervised.

- When the bell has rung all year 1 to year six children should line up outside the school in the appropriate places. Teachers should arrive promptly to greet their classes and accompany them in.
- Children should be reminded that if a problem arises during lunch/play, they should report this to the staff on duty; they should not try to intervene and resolve the quarrels or arguments of others.
- When playtime is wet, pupils remain in their classrooms. The teachers on duty should ensure that whilst children are free to enjoy their break, they treat their classroom with respect.
- Teachers should ensure that children leave their classes in an orderly and quiet manner following lessons. Children should be supervised whilst leaving the building.
- At the end of the school day, pupils who catch busses should be dismissed promptly and congregate in the junior hall. Infant pupils should be accompanied there. Staff on duty should supervise the “bus children” and escort them to the bus.

Rewards that help the rules:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. In addition, the school operates several discrete strategies aimed at promoting and celebrating good behaviour:

The House Point System

At Coed Y Brain we operate a house point system. There are three “houses” – Oak, Elm and Ash. Points may be allocated by all members of staff for any display of good behaviour, good work and effort. House points are recorded in each class and on Fridays, weekly totals are calculated. ‘A House Point Champion’ is awarded for each class during Friday’s celebration assembly and rewarded with ‘Hot Chocolate with the Headteacher’ for going above & beyond. A running total is announced as well.

Pupil/Star of the Week

Every week each teacher nominates a “Seren yr Wythnos” in KS2 and Foundation phase. All pupils and stars of the week are called to the front of the weekly assembly, presented with a certificate and the class teacher explains the reason for nomination. During the year all children receive this award at least once.

Breakfast Club and Lunchtime Awards

Supervisors can issue house points during breakfast club and lunch time by telling the child’s teacher.

When Things Go Wrong – Sanctions and Strategies

Although rewards are central to the encouragement of good behaviour at Coed Y Brain, there is a need for sanctions to register the disapproval of unacceptable behaviour. There are a variety of sanctions, but the following should always apply:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions (e.g. whole class) should be avoided as they cause resentment.
- Sanctions should be proportionate.
- The focus should be the behaviour rather than the individual.
- We expect mutual respect to be shown. If behaviour is inappropriate, staff never shout or display aggressive body language towards a child. If a pupil needs to be verbally disciplined it is done calmly, sensitively and not in front of their peers.

Sanctions may range from expressions of disapproval, through withdrawal of privileges, to referral to the head teacher, letters to parents and, ultimately in the last resort, exclusion (following LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Keeping a Record:

All significant incidents of unacceptable behaviour must be recorded and logged by the following method:

- The member of staff fills in a school 'Behaviour Report' and emails it to the head teacher – this must be done by the end of the day at the latest. The report specifies the incident, those involved, witnesses, outcomes and action taken.
- The head teacher responds to the email and files it in the format: last name first name yr-m-day. In the behaviour folder in the School Profile. This gives a consistent chronology to events that is important should matters progress.
- The head teacher takes the appropriate course of action – dependent on the individual incident.

Having a Plan

When poor behaviour becomes more frequent/persistent an Individual Behaviour Plan (IBP) is considered. The IBP is written by staff who have contact with the child; it contains information on:

- The types of behaviour(s) displayed.
- Any triggers/situations that contribute to these behaviours.
- Strategies/actions to tackle the child's behaviour issues.

Children whose behaviour is consistently challenging may require a positive handling plan and a risk assessment to ensure their safety, their peer's safety and the safety of adults working with them.

Communication and Parental Partnership:

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships, in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy.

When Things Are More Serious:

Most lapses of behaviour are minor and can be dealt with adequately by the strategies above. Occasionally however the incident is more serious. This is when:

- A pupil seriously hurts or injures another.
- There is use of the more extreme forms of bad language.
- A pupil is persistently non-compliant.

When this is the case, the head teacher considers a '5-Day Sanction'. This is never imposed directly following an incident; time is always allowed for full consideration and reflection. If the sanction is to be imposed, the following occurs:

- The pupil is spoken to calmly and the imposition of the sanction and its rationale is explained.
- The parent/carer is contacted and invited to discuss the matter.
- The parent carer is sent a proforma letter explaining the sanction.

The '5-Day Sanction' involves the pupil spending all free time supervised by a member of staff. At the end a conversation takes place with the pupil regarding how any recurrence may be avoided.

When Things Get Physical:

Occasionally there is a physical element to unacceptable behaviour. Usually this is brief and readily managed; occasionally however, this is not the case. The school has prepared staff for this by recent training (Team-Teach) which includes restraint. Restraint is a last option and should only be used when the action of the child suggests serious risk to others, him/herself or property. The restraint policy and its follow-up procedures must be adhered to.

Moving Things On – Behaviour Support and Other Agencies:

When behavioural problems do not readily respond to the strategies described, a referral to the LA's Behaviour Support Service may be required. Following discussion with the class teacher and SENCO, this is carried out by the head teacher via a 'PIP Referral Form'. This is discussed with parents and their agreement sought prior to referral.

Exclusion:

The school uses the sanction of exclusion only very rarely and after very careful consideration – see policy.