

Cwrt Rawlin Primary School

Ysgol Gynradd Cwrt Rawlin

**Behaviour Policy**

**Introduction:**

At Cwrt Rawlin Primary School we are committed to creating an environment where positive behaviour is at the heart of productive learning. For effective learning to take place, good behaviour is necessary. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct and interventions that support both staff and pupils.

**Aims:**

At Cwrt Rawlin Primary School we aim:

* To develop a whole school behaviour policy which is supported and followed by the school community; parents, teachers, children, dinner time supervisors, school clerks and governors based on a sense of shared values.
* To follow the policy to achieve a consistency of practice that improves student learning, attitudes and well-being.
* By applying positive policies to create a caring, supportive atmosphere in which teaching and learning can take place in a safe and happy environment.
* To teach, through the school curriculum values and attitudes as well as knowledge and skills.
* To encourage good behaviour through positive reinforcement and a range of rewards for children of all ages and abilities.
* To make clear to children the distinction between minor and more serious misbehaviour and the stepped sanctions that will follow.
* To listen to problems with care when they occur in the hope of achieving an improvement in behaviour.

**Guidelines for Home and School:**

We all have a responsibility to ensure that our pupils are provided with the best opportunities in order to develop and learn in an ever changing world. We should all aim to accept the responsibilities we are given and to endeavour to improve constantly to the betterment of all.

**Responsibilities of the School:**

* To foster an ethos of mutual respect and acknowledging the value of each other through our behaviour and conduct.
* To develop each individual pupil’s talent as fully as possible.
* To teach effectively and to set the highest standards in work and behaviour.
* To listen to and care for each child when at school.
* To help pupils to leave school able and keen to make the best possible contribution to the community at large.
* To encourage regular communication with parents as a basis for close co-operation between home and school.
* To promote the 3 School Rules: Be Ready, Be Respectful and Be Safe.

**Responsibilities of Parents:**

* To show by their own example that they support the school in setting the highest standards in all it tries to do.
* To make sure the children come to school regularly, on-time, refreshed, alert and ready to work.
* To take an active and supportive interest in their children’s work and progress to develop confidence and a sense of achievement.
* To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
* To control the development of their children’s use of leisure time activities and entertainment.
* To work with the school to promote, support and respect school views.
* To promote the 3 School Rules: Be Ready, Be Respectful and Be Safe.

**Responsibilities of Pupils:**

* To attend school regularly and take part in school activities.
* To follow the 3 School Rules: Be Ready, Be Respectful and Be Safe.
* To aim at the highest standards in all aspects of school life.
* To cooperate with staff and to accept and reinforce at home the authority and rules within the school.

**Staff Responsibilities:**

All staff, teaching and non teaching, hold responsibility for:

* Promoting the 3 School Rules: **Be Ready, Be Respectful and Be Safe.**
* Helping to creating a calm, positive and respectful ethos within the school.
* Promoting, by example, courtesy and empathy towards one another.
* Providing a secure and caring school community which promotes positive self regard and self esteem.
* Encouraging relationships based on kindness, respect and acceptance.
* Ensuring the fair treatment of all pupils, regardless of age, gender, race, ability, inability or disability by responding to situations with consistency.
* Issuing rewards and praise for positive behaviour.
* Issuing sanctions or recording / reporting instances of inappropriate or disruptive behaviour.
* Acting as role models for positive behaviour and respectful relationships.
* Watching out for children behaving out of character.
* Looking for signs of distress and upset.
* Reporting to the Head Teacher or Deputy Head Teacher any suspected occurrences of bullying, non-accidental injury or child abuse.

**De-escalation**

Learners should feel comfortable in voicing their opinions and challenging unfairness in a polite and respectful manner. Conflicts and disagreements should be managed and resolved through appropriate interventions. Opportunity for restorative follow up sessions provided to ensure positive relationships remain at the centre of behaviour strategies in order to foster a sense of social responsibility and shared accountability.

Each classroom is equipped with a ‘Regulation Station’ which provides a quiet, calm space within the classroom which may be accessed if a pupil is experiencing emotional and / or behavioural dysregulation.

Pupils also have access to quiet spaces outside classrooms within the Key Stage 2 corridor. Pupils may ask to use these spaces or an adult may instruct a child to access these areas as a tool to support emotional regulation with the aim of providing an opportunity for restorative conversation between an adult and the pupil in order for the pupil to re-engage with learning. Pupils will be prompted to use mindfulness strategies whilst in the quiet spaces that are visible from the classroom.

**Rewards:**

To reinforce positive behaviour we will;

* Verbal and written praise;
* Issue House Tokens, gold stars, reward stickers and positive notes home;
* Offer pupils the opportunity to show their work to the Head Teacher during Feel Good Friday;
* Have their name added to the class compliment jars;
* Receive a certificates in Celebration Assembly;
* Whole class rewards such as Golden Time.

**Sanctions:**

At Cwrt Rawlin Primary, we follow the agreed stepped sanctions set as a whole staff.

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| 1. Redirection
 | Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness |
| 1. Reminder
 | A reminder of the expectations, ‘Ready, Respectful, Safe’ delivered privately wherever possible.  |
| 1. Caution
 | A clear verbal caution delivered privately where possible at child level, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. A pupil may be moved to sit nearer the teacher to provide them with more focus and to help them re-engage with their learning.  |
| 1. Time out
 | Give the pupils a chance to reflect away from others by moving them to another classroom (Mrs C Davies – Foundation Phase pupils, Mr Johns – KS2 pupils) for 10 minutes. Pupil will be spoken to privately and given them a final opportunity to engage. Offer a positive choice to do so.  |
| 1. Restoration
 | A restorative meeting between teacher and pupil should take place before the pupil comes back into the class (30 seconds outside the classroom).  |
| 1. Behaviour Warning
 | A child will be given a behaviour warning from Miss R Gilbert, Deputy Head, reminding them of the school rules and the expected behaviour. A red star will be issued. The class teacher will contact parents to explain why a sanction was issued. If misbehaviour has resulted in the pupil not completing their work, they will be asked to stay in at playtime to complete it. If there is a report of repeated negative behaviour, the pupil will be placed on Stage 1 of Behaviour Report. |
| 1. Behaviour Report – Stage 1
 | After a warning has been breached, the pupil will be placed on Behaviour Report by Mrs Lloyd, Head Teacher for a period of **three days**. The pupil will spend three days off the yard at play and lunch times and will be supervised by DHT/HT and taken to lunch. At the end of each day, the pupil must report to the Deputy Head or Head Teacher. Parents will be notified with a phone call as the Behaviour Report is issued.  |
| 1. Behaviour Report – Stage 2
 | If during the three days on Behaviour Report, the pupil engages in any negative behaviour, they will be placed on Stage 2 for **five days**. On stage 2 of Behaviour Report, pupils will continue to spend play time and lunch times off the yard. In addition, the pupil will be **unable** to attend Extra Curricular Enrichment clubs, represent the school in outside events (E.g Sporting tournaments) or attend special events such as school discos, concerts or trips. Pupils in Year 6 may also be temporarily stripped of any responsibility whilst on Stage 2 of Behaviour Report. If a pupil is on Behaviour Report three times in one academic year, a meeting will be held with parents and an action plan or IBP will be developed with all staff having awareness of the plan. Specialist support and / or Nurture intervention will be sought if applicable. |
| 1. Internal Exclusion
 | If a pupil demonstrates further negative behaviour whilst on Behavioural Report or immediately following a period of being on report with the action plan in place, an Internal Exclusion will be issued. Internal Exclusion offers immediate, short-term provision in order that learning and teaching for the most pupils can continue uninterrupted. Pupils will be required to complete set work whilst excluded from the classroom and this work should be provided by the class teacher. Pupils should also be encouraged to reflect on the reasons for their internal exclusion. |
| 1. Fixed Term Exclusion
 | If the misbehaviour continues following a period of Internal Exclusion, a fixed term, temporary exclusion may be issued.  |
| 1. Permanent Exclusion
 | If a student continues to place themselves at risk of further fixed term exclusions, in spite of the implementation of a range of supportive strategies, as a last resort, the Head Teacher will make a decision to permanently exclude. The Governors’ Disciplinary Committee will review the decision and decide whether the pupil should be reinstated or not. |

**Additional Learning Needs (ALN) Pupils:**

In the certain cases a pupil who has ALN may present challenging behaviour and may find it hard to follow our school rules. In these cases there will be a specific support plan and individual behavioural plan (IBP) in place.

**Procedures for dealing with major breaches of discipline:**

The child will have reached Step 7 of the school Sanctions, unacceptable behaviour will be reported to the Head Teacher. The behaviour will be treated on an individual basis and the severity of the warning / punishment will be decided by the professional judgement of the Head Teacher.

**Exclusions:**

Please refer to the Caerphilly County Borough exclusions policy that has been adopted by the school. The LA is committed to working in collaboration with schools, learners and parents / guardians to reduce exclusions across the borough. With regard to extreme behaviours it may in some instances be necessary to issue a fixed term or in exceptional circumstances, a permanent exclusion. A decision to exclude a learner permanently is a serious one. It will usually be the **FINAL** step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Guidance states (WG Guidance Document 171/2015, April 2015) that:

“Only the Head Teacher can exclude a pupil. If they are absent from school, and then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the head’s absence.”

The guidance clarifies that the exclusion should not be used for minor incidents.

Parents have the right of appeal to the Governing Body against any decision to exclude.

**Physical Restraint:**

Identified members of staff have Team Teach training and are able to use physical restraint as a last resort should means of de-escalation fail.

**Cross referencing:**

This policy is to be cross referenced with other policies namely, anti-bullying, exclusion and physical restraint.

**Review:**

The governing body review this policy on an annual basis. The governors may, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date for review: January 2025

Signed Head teacher

Signed: Chair of Governors