



Maendy Primary School

Behaviour Policy

Date of this review: Autumn 2017

Signed:
Chair of governors

Date:

SCHOOL ETHOS & AIMS

At Maendy Primary School, we aim to provide a happy & secure environment. We want our pupils to learn to work, play and behave well towards each other, their teachers and their parents. Good behaviour needs to be carefully developed and everyone in school ensures that it is interpreted fairly and consistently.

ASSERTIVE DISCIPLINE

There is a whole school approach to Assertive Discipline. Teachers and pupils jointly establish rules to clearly define the limits of acceptable behaviour; allowing uninterrupted learning to take place. All staff are trained annually and it forms part of the induction process for new staff. Techniques used are:

- Clear and consistent rules are used throughout.
- Recognition of good behaviour as it occurs and using praise as an incentive.
- Explaining and demonstrating behaviour we wish to see and ensuring criticism is constructive.
- Encouraging pupils to be responsible for their behaviour, using specific vocabulary such as making 'good' and 'bad' choices.
- Teaching appropriate voice levels for situations e.g. classroom voice, playground voice.
- Setting clear limits on misbehaviour and giving clear consequences for bad behaviour.

WHOLE SCHOOL RULES

Staff and pupils agree on 3 school rules, displayed in classes to remind pupils of expectations, and are referred to on a daily basis.

Foundation Phase rules

- *Be gentle*
- *Good listening and sitting*
- *Share with your friends*

KS2 rules

- *Follow Instructions.*
- *Keep hands, feet, objects and unkind words to yourself.*
- *Ask before leaving the room. You must not leave the school.*

CLASSROOM CHARTERS

As we are a Rights Respecting School (RRS), individual classes have additional class charters (rights and responsibilities - including adults' responsibilities) which are discussed and agreed on at the beginning of the year and displayed in the class and signed by all pupils and staff. These charters are referred to when necessary to highlight expected behaviour.

WHOLE SCHOOL BEHAVIOUR / REWARD SYSTEMS

Our philosophy is that pupils have the opportunity to earn Golden Time by following school rules, with the opportunity to earn extra privileges.

Nursery: A rocket theme is used to discuss and encourage good behaviour. Pupils are rewarded by moving up the 4 steps of the rocket, where a reward is achieved and celebrated by the whole class.

Reception - Year 6: A 5 tiered system is used to encourage pupils to follow school rules. At the end of the week, pupils who are on the top 2 tiers receive Golden Time (a pupil from each class is chosen daily to move to the top tier, and they receive extra Golden Time). Dojos are used throughout the school and pupils from the house with most Dojos over a half term, attend a 'Cinema' afternoon. Pupils also receive achievement certificates in Friday's celebration assembly. Pupils in SNRB follow the same system on a daily basis.

In Years 1, 2 and 3 a reward shop is in operation, where pupils are rewarded with plastic money to spend on a Friday. This additional incentive scheme also helps to develop their 'real world' money skills.

Lunchtimes: Pupils are awarded a green card for good behaviour at lunchtimes, these accumulate Dojo points.

Individualised reward systems are used for identified pupils where necessary, in liaison with the ALNCO and parents.

SANCTIONS

The system for dealing with inappropriate behaviour is as follows:

Warning 1 - by staff member

Warning 2 - possibly move a pupil within the classroom/situation

Warning 3 - remain behind after session to discuss matter (Stand on designated area /yard spot for short period when outside) - This impacts on the pupil's position on the 5 tiered system.

NB: If misbehaviour continues the pupil is sent to a Departmental Leader. A 2nd visit results in their name being entered in the school Incident Book. If a pupils' name is entered a 2nd time in a school term, parents are invited in to discuss their child's behaviour, so that they can work cohesively with the school. A 3rd entry in a term results in further discussion with parents and a sanction agreed.

POSITIVE HANDLING

All staff follow Assertive Discipline procedures. However, if any pupil is deemed to be behaving in a manner that may cause harm to others, then the other pupils must be removed from the situation.

If necessary, a 'team-teach' trained member of staff may be called upon. An 'Orange card' system is used to alert other staff members of the situation. Positive handling plans are in place for identified pupils.

NB: There is a separate policy, approved by Governors, that covers the above.

EXCLUSIONS/SUSPENSIONS

Inclusive Exclusion

If a pupil repeatedly shows disregard for school rules and causes disruption for prolonged periods, it may be necessary to remove the pupil from their peer group, and place them in an alternative classroom within the school that will allow close supervision for a fixed period.

Suspensions may be used for serious offences such as extreme violence or criminal offences. Exclusions are only implemented in severe cases of misbehaviour. Permanent exclusion is an option only if fixed term exclusions & all other measures referred to above have failed & the pupil continues to undermine the work of the school to the detriment of others.

Above all, the school seeks to praise good behaviour, work and achievements; emphasis is very much on the positive rather than the imposition of negative sanctions.

RESPECTFUL BEHAVIOUR PROCEDURES

At Maendy, disrespectful behaviour is taken very seriously. Staff have been trained in how to deal with bullying issues and parents are informed, via a leaflet, of the school's Respectful behaviour procedures. The pupils themselves, and in particular the School Council, have had a significant role in helping to develop the following procedures.

We have clear definitions of what bullying behaviour is, so that pupils know the boundaries of acceptable behaviour.

Foundation Phase Definition - *"At Maendy, we say bullying is when someone hurts someone or someone's feelings all the time, without being sorry."*

Key Stage Two Definition - *"At Maendy, our definition of bullying is when a person or group of people deliberately target a person that they view as weaker than themselves, in order to gain more power. It happens frequently and persistently, with no sign of feeling sorry and no attempt to solve the problem"*

If a pupil is suspected to be using disrespectful behaviour, then a clear procedure is followed.

Initially, once an incident is reported to a member of staff, a 'Torfaen alleged bullying form' is completed and collated in a file. The incident will then be investigated thoroughly and, if proven, the incident will be recorded in the 'Torfaen confirmed bullying book' and recorded on SIMS.

Pupils are encouraged to use an 'Anti-Bullying script' in order to avoid/prevent disrespectful behaviour. This is a two-way script; a red script to be used by the pupil displaying the bullying behaviour and a black script to be used by any pupil who may be feeling worried or targeted. Both pupils should then be responsible for giving each other some space and walking away.

Consequences

If pupils are found to be using disrespectful behaviour, they will lose their Golden Time and their names are recorded in the Incident Book. Parents are informed to discuss intervention through the school's Nurture provision, if appropriate.

At times, external agencies support pupils who continuously display disrespectful behaviour. This is intended to allow the pupil displaying the disrespectful behaviour to speak to a professional counsellor to talk about what might be causing them to use this type of behaviour, and how this impacts on others. They might also consider how they can prevent this behaviour being repeated in the future.

Counselling is also used for the targeted pupils, who can rebuild their self-esteem and confidence and discuss coping strategies.

ADDITIONAL MEASURES FOR SUPPORTING PUPILS' BEHAVIOUR

Curriculum

The school has an over-arching PSE curriculum to support the development of social skills and behaviour management.

Pastoral Care

Pastoral care is the responsibility of each class teacher, but all staff are alert for signs of distress or unhappiness. A termly behaviour audit allows teachers to monitor individual pupils' behaviour. In addition, some pupils benefit from Nurture provision, and for more complex cases, a counsellor is available. The local police also visit school to talk to pupils about various aspects of safety e.g. bullying and cyber bullying. The school has a clear eSafety policy for dealing with cyber bullying.

School Council

Maendy has a well-established School Council which allows pupils their say in school matters, including those regarding behavioural issues. Two class representatives, 1 boy and 1 girl, are elected by peers annually. They present class opinions to inform decision making.

Buddy Scheme & Playground Pals

Maendy operates a "Buddy" scheme. Year 6 pupils are given greater responsibilities around school; the purpose is to ensure all pupils behave appropriately during break times. Jobs include organising playground games and assisting midday supervisors. In addition, the school has operated a 'Playground Pals' scheme with year 5 pupils. A 'Peer Mentoring' system has been established, in which pupils are selected to support children in need of a friend at playtimes by encouraging co-operative play.

Celebration Assembly

Friday's special assembly celebrates pupils' achievements in their behaviour, attitudes and their work. Positive behaviour management is also a regular topic in assemblies.

Home School Agreement and Acceptable ICT User Agreement

Parents play a vital role in their child's behaviour management. We believe that with parents and teachers working together, pupils will be encouraged to be polite & friendly, enabling them to work in a happy, secure environment; as such, parents of all pupils joining the school are required to sign a Home School Agreement. In addition to this, parents and pupils are encouraged to sign an acceptable ICT user agreement which is differentiated according to age of pupils.