



Maendy Primary School

Behaviour Policy

Date of this review: Autumn 2016

Signed:

Chair of governors

Date:

SCHOOL ETHOS & AIMS

At Maendy Primary School, we aim to provide a happy & secure environment. We want our children 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 children 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 children 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

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 2: A 'sun and cloud' system is used to encourage pupils to follow school rules; pupils move between the 3 sections. At the end of the week, pupils who are on the 'sun' receive their full Golden Time and those elsewhere receive sanctions upon their Golden Time. In Reception-year 2 house points are given as rewards and children from the house with most points over a term attend a 'Cinema' afternoon on the last afternoon of term. Children also receive certificates, with raffle tickets attached, in Friday's celebration assembly. Raffle tickets are collected and winners are drawn at the end of each half term. Pupils in SNRB follow the same system, but have a shortened Golden Time on a daily basis.

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

Foundation Phase: Classes also use a 'Star of the Week' award.

Juniors: Junior staff reward good behaviour & positive work attitudes with House Points. Each class has a tally chart for points. Weekly class totals are revealed in the Friday Celebration Assembly; the winning house receives an agreed reward. The house with most points over a term attend a 'Cinema' afternoon on the last afternoon. When pupils are awarded a green card for good behaviour at lunchtimes, this is worth 5 house points. Some KS2 classes will trial the use of Dojos during 2016-17 as an additional incentive.

Golden Time is used throughout school as an incentive for good behaviour. The main goal is to earn Golden Time on a Friday afternoon when children have the opportunity to play for a short session or, in the Foundation Phase, choose a favourite activity.

Additional reward charts are used for individual children where necessary.

SANCTIONS

The system for dealing with inappropriate behaviour is as follows:

Warning 1 by staff member

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

Warning 3 - remain behind after session to discuss matter (Stand on designated area /yard spot for short period when outside) - Results in a loss of 5 minutes out of 20 minutes Golden Time.

NB: If misbehaviour continues the child 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 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. Violent or aggressive behaviour will result in a child's name being entered into the incident book.

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 pupils "at risk".

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

EXCLUSIONS/SUSPENSIONS

Inclusive Exclusion

If a child 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. We consider disrespectful behaviour as either breaking one of the school rules identified above or when pupils use bullying behaviours. 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 breaks the school's rules or is suspected to be using disrespectful behaviour, then a clear procedures are followed. If school rules are broken the process of entering pupil's names in the schools incident book is followed.

If an incident needs to be dealt with under the school's bullying procedures, 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 bullying behaviour. This is a two-way script; a red script to be used by the person displaying the bullying behaviour and a black script to be used by any person who may be feeling worried or targeted. Both people 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 Friday pm playtime and have their names recorded in the Incident Book. Parents are also informed and further action will be discussed. This may involve Emotional Literacy sessions where both the person who displays the disrespectful behaviour and the person targeted are allowed to talk separately to a member of staff, in private, about their issues.

Structured playtimes may also be organised where the person displaying the disrespectful behaviour has to spend their break times with a member of staff in a designated area, in order for staff to model appropriate behaviour. This allows the person an opportunity to develop their social skills under the supervision of staff. During 2016/17, the school is further developing its capacity to encourage respectful behaviour throughout the school community. This will be achieved through 3rd party training for pupils, staff, parents and governors. The school will also continue to develop its Self-Regulation Toolkit, to support pupils in managing their behaviour.

Pupils who continuously display disrespectful behaviour may require counselling and this is organised by the school. This is intended to allow the person 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's PSE curriculum incorporates lessons 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. Children with problems can talk to any member of staff they feel they want to confide in. In addition, some pupils benefit from Emotional Literacy Sessions and for more complex cases, a counsellor is available. The local police also visit school to talk to children about various aspects of safety e.g. bullying and cyber bullying.

School Council

Maendy has a well-established School Council which allows children their say in school matters, including those regarding behavioural issues. Two class representatives, 1 boy and 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 children 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. This will be further developed in 2016/17 to include 'Peer Mentoring' where pupils will be selected to support children in need of a friend at playtimes by encouraging co-operative play.

Celebration Assembly

Friday's special assembly celebrates children's 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 big part in their child's behaviour management. We believe that with parents and teachers working together, children 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.

Learning Environment Audit July 2016

KS2:	Teacher:			
	A	B	C	AOD
Creative organisation of tables & Chairs				
Literacy: Writing station(with task) Writing resources eg VCOP, placemats, dictionaries, Thesaurus Working Wall				
Numeracy: Designated area with: Maths resources in drawers and labelled TAPAS Board with bead bar etc Estimation Station				
Appropriate storage for pupils' books				
Pupils trays labelled				
Coat Pegs labelled neatly				
Whole school approach to displays: Are there sufficient boards? Literacy Working Wall (Samples of writing evident on walls in classroom or outside) Proud to be presenting at KS2 Box Bendigeddig/Welsh- must be some pupils' writing on board Class Charter Pupil Voice School Rules SEAL(1/2 termly rights), Rights displayed in appropriate place Presentation Policy Evidence of pupils' work in range of IT strands				

Learning Environment Audit July 2016

Foundation Phase: Enhanced provision in Rainbow Room and Old Rising 3s (1 room in main building.	Teacher:			
	A	B	C	AOD
Creative organisation of tables & Chairs Role play area Construction and block play Small world (tough spots)				
Literacy: Writing station(with task) Writing resources eg VCOP, placemats, dictionaries, Thesaurus Working Wall				
Numeracy: Designated area with: Maths resources in drawers and labelled TAPAS Board with bead bar etc Estimation Station				
Appropriate storage for pupils' books				
Pupils trays labelled				
Coat Pegs labelled neatly				
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