

CRYNALLT PRIMARY SCHOOL

YSGOL GYNRADD CRYNALLT

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Wellbeing and Behaviour Policy

Chair of Governors: Dr Kim Jenkins

Signed: 

Date:



Introduction



At Crynallt Primary School we hold the belief that all members of the school community should feel valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. This behaviour policy is designed to ensure that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We ensure that children are clear about the choices that

they are able to make and we have a clear set of sanctions and rewards. Although, the school has a number of school rules the primary aim of the behaviour policy is not to develop a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to:

- Provide a **consistent and fair approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**;
- To ensure that **good quality learning** can take place in a calm and vibrant environment.

The school manages behaviour through reference to our set of Core Values which are communicated to pupils in class, assemblies and around the school. These core values are linked to the UNICEF Rights of the child and are as follows:

Success: I will work hard for my own success and towards the success of our school.

Unity: I will show unity to everyone in my school and community through my kind words and actions.

Pride: I will take pride in my appearance, my work, my surroundings and my behaviour, in and around school.

Enjoyment: I will play a full part in all activities and allow others to enjoy their learning experiences.

Respect: I will respect people and property. I will also respect and keep to these core values in order to make our school a SUPER place to learn and grow.

Rules

Every two years pupil representatives work with the Headteacher to develop whole school rules. These rules are kept to a minimum in order to ensure that all children understand them. They are as follows:

- ✓ We are honest
- ✓ We are kind and we don't hurt others
- ✓ We listen carefully and work hard
- ✓ We respect other people
- ✓ We look after all our things

The class teacher discusses the school rules with each class at the beginning of each half term.

In addition to this the Headteacher works with pupil representatives to classify different behaviours using a traffic light system. Posters outlining green, amber and red behaviours are displayed around the school. These posters describe the behaviours and the associated rewards or sanctions (see Appendix 1)

Rewards and consequences

Rewarding children for good behaviour is an important aspect of our behaviour policy. As such all staff are aware of the reward systems and how they are used. The rewards used regularly in school are as follows:

- Class dojos. Points are awarded to children for hard work, teamwork, perseverance, helping others and other good behaviour;
- Pupils who complete work well will visit the Headteacher or Deputy Headteacher to receive a sticker and praise;
- Lunchtime staff use stickers to reward good lunchtime behaviour;
- A 'Seren Yr Wythnos' assembly each Friday provides an opportunity to congratulate children who have done especially well over the week;
- Achievements outside school are recognised in the Merit Assembly and often on newsletters sent home;
- Special achievement postcards are sent home to celebrate consistent excellence in attitude, work or behaviour;
- Individualised reward programmes may be established for pupils who display challenging behaviour. These vary in nature and are designed to maximise the effect on the child's behaviour.



"Children are not born with an understanding of the rules of acceptable behaviour - they have to learn them, and need adults help to do this"

Interventions

Crynalit Primary School is fully committed to ensuring all children have the maximum opportunity to succeed. We appreciate that some children may have experienced disruption or upset in their lives and

that this may affect their behaviour. As such, we offer the following interventions to maximise the opportunities for pupils and offer support at an early stage:

1. All pupils benefit from specific lessons on **managing emotions** and **growth mindset**;
2. **Emotion Coaching** is used throughout the school to deal with issues and incidents;
3. We run regular **Relationship Based Play (RBP)** groups for children and parents;
4. We have a **safe adult** system for our most vulnerable pupils. They are able to check in with this safe adult during the school day;
5. We have **safe zones** for pupils who need to 'take a break';
6. We have a **social skills group** which provides pupils with a chance to develop social and communication skills;
7. Interventions such as **ELSA, Lego Therapy, Bereavement** work and **Talkabout** are run with pupils as appropriate.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment for all pupils. We employ each sanction appropriately to each individual situation. As a general rule sanctions include:

- A discussion with the child to ascertain the nature of the problem. This may be followed by a verbal warning;
- A further conversation with the child, reminding them of the choices they should make;
- Time out which may be in a classroom quiet area or in another classroom. Completion of a 'Reflection Sheet'. At this point a record of the incident will be kept;
- Sent to the Headteacher or Deputy Headteacher to discuss behaviour;
- Parents are invited to school to discuss the child's behaviours and strategies that could be used. This would usually happen after several incidents of low level disruption or a single more serious incident (see appendix 2);
- Behaviour books to help to identify 'flashpoints' and give an opportunity to celebrate appropriate behaviour;
- A reduced timetable may be offered if a child is struggling with full time school. This would happen if a child exhibits regular serious misbehaviour (see appendix 2);
- As a last resort or in the case of serious misbehaviour a fixed term or permanent exclusion may be used.



The role of class teachers

and support staff

All the class teachers and support staff at Crynallt Primary School are fully committed to the behaviour code in school. They have the following responsibilities in applying our behaviour code:

- To ensure that the school rules are enforced in their classes, and that children behave in a responsible manner during lesson time;
- To treat each child fairly and enforce the classroom code/ school rules consistently;
- To keep an accurate and up to date record of behaviour on Sims;
- To liaise with external agencies, as necessary, to support and guide the progress of each child;
- To report to parents or carers about the progress of each child in their class;
- To inform the Headteacher if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

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 on a regular basis, on the effectiveness of the policy. The Headteacher will also be responsible for the following:

- To ensure the health, safety and welfare of all children in the school;
- To organise the intervention programme in collaboration with the Pastoral Support Officer;
- To support the staff by implementing the policy and by setting the standards of behaviour;
- To keep records of all reported serious incidents of misbehaviour;
- To give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken as a last resort.

The role of parents

At Crynallt Primary School we work collaboratively with parents to ensure that pupil's needs are met and that they follow the school behaviour code. The behaviour file is analysed regularly and if a child has been involved in several serious incidents over a term, parents are always notified. The Headteacher will then agree action to be taken which could involve strategies such as regular contact with the parent or the use of a behaviour book. Parents are asked to support the school in the following ways:

- Discussing the behaviour code/ school rules with their child and emphasising their importance;
- Keeping in close contact with the school regarding their child's behaviour;
- Commenting in the behaviour book which may be sent home from school;
- Keeping the school informed if there are any circumstances that may affect their child's behaviour in school;
- Contacting the school with any concerns or worries they may have.

The role of governors

At Crynallt Primary School the Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Although the Headteacher has the day-to-day responsibility for behaviour in school, the governors support the Headteacher by giving advice about particular disciplinary issues. The Headteacher takes this into account when making decisions.

Fixed-term and permanent exclusions

At Crynallt Primary School we see exclusion, whether it is temporary or permanent, as a last resort when dealing with behavioural problems. Instead our emphasis is on preventative measures. However, there may be occasions when an exclusion is necessary. On these occasions the Headteacher (or the acting Headteacher) is the only person who has the power to exclude a pupil from school. The procedure is as follows:

- The Headteacher will decide, after consultation with governors and staff, on the length of the exclusion;
- The parents will be informed immediately and they will be given information about the reasons for the decision, the appeals procedure and the telephone number for pupil parent support;
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. They have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When the appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher/Deputy Headteacher analyse the behaviour file regularly to identify any persistent problems and ensure that behaviour remains good. As such s/he monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Appendix 1

**Crynallt Primary School
Behaviour Rocks!**

<p>Excellent Behaviour:</p> <ul style="list-style-type: none"> Working hard Using a growth mindset Being respectful to everyone Listening well and following the rules Using kind hands, feet and words Being honest and trustworthy Looking after our school environment Being a responsible digital citizen 	<p>Rewards</p> <ul style="list-style-type: none"> You will enjoy learning and do well You will improve your mental health and wellbeing Your teacher will inform your family Dojo points Seren Yr Wythnos/Star of the Week Extra responsibilities/represent the school Celebratory postcard home Special visit to Mrs Bridgman or Miss Williams
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<p>Behaviour we do not want:</p> <ul style="list-style-type: none"> Not completing work Disturbing the learning of others Talking in assembly Being rude to others Shouting out in lessons Not following instructions or the rules Not moving around the school in a safe manner Not making an effort with work and giving up 	<p>Consequences:</p> <ul style="list-style-type: none"> You will not enjoy learning and won't learn much! It will affect your wellbeing You could miss play and free time Your family will be informed Missed opportunities Other pupils might not want to be around you Reflection activities
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<p>Behaviour that is unacceptable:</p> <ul style="list-style-type: none"> Amber behavior on a regular basis Damage to the school or other pupil's belongings Hurting others Fighting Bullying Stealing Swearing 	<p>Consequences:</p> <ul style="list-style-type: none"> You will not enjoy school and won't learn anything! It will affect your wellbeing and mental health You will miss play and/or trips Your family will be informed immediately Possible fixed term exclusion Possible permanent exclusion Reflection activities
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Low level poor behaviour:

- 1) Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- 2) Persistent talking in class
- 3) Name calling (isolated incident)
- 4) Non-completion of classwork or homework (or work completed without sufficient effort)
- 5) Poor attitude
- 6) Rough game playing in the playground
- 7) Swearing (isolated incidents)

Serious misbehaviour is defined as:

- 1) Repeated low level disruption/behavior
- 2) Any form of bullying
- 3) Extreme rudeness to members of staff or failing to comply with staff requests.
- 4) Vandalism
- 5) Theft
- 6) Fighting
- 7) Racist, sexist, homophobic or discriminatory behaviour