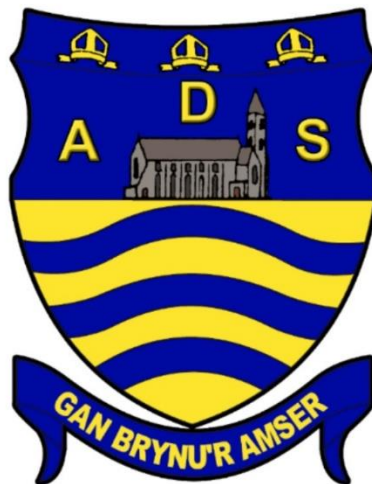




St. David's St, Neath,
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Alderman Davies CIW Primary School

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Behaviour Policy

Headteacher:

Date Adopted:

Chair of Governors:

Review Date:

Alderman Davies CiW Primary School's

Behaviour Policy

At Alderman Davies CIW Primary School, we are committed to providing a positive, safe and stimulating environment for children in which all can thrive and all are valued. We are a caring, Christian community whose values are built on mutual trust and respect for all and we place a high emphasis on our pupils' social, spiritual and personal needs. The school's relationship policy is therefore designed to support the way in which all members of the school can work together in a supportive way through promoting good relationships with the common purpose of helping everyone to learn, achieve their potential and become independent life-long learners. We encourage everyone to make a positive contribution to school life and we promote a fully inclusive environment with equal learning opportunities for all.

This policy underpins our values of Courage, Respect, Thankfulness, Trust, Service, Generosity, Perseverance, Justice, Forgiveness, Compassion, Truthfulness and Friendship.

Aims and Expectations

We have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment where all learners feel respected, valued, safe and a sense of belonging. Pupils are encouraged to become independent learners, develop their self-control and to show respect for others. We support an approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Staff, parents and children themselves are essential in ensuring that this is understood and maintained. We believe that through our vision, values, ethos and aims we are able to ensure the school's commitment to the United Nations Convention on the Rights of the Child and our school's work to ensure that all children's rights form part of everyday life for all of our pupils.

Our School Charter

Our whole school charter reflects the principles for behaviour in the school which have been agreed by the school community.

Article 6	Every child should be supported to live and grow.
Article 12	Every child has the right to be listened to and taken seriously.
Article 15	Every child has the right to meet with other children and join groups and organisations.
Article 19	Every child has the right to be protected from being hurt or treated badly.
Article 24	Every child has the right to the best possible health care, clean water, nutritious food and a safe environment.

Article 28	Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.
Article 29	Every child has the right to an education which develops my personality, respect for others' rights and the environment.
Article 31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Class Charters

At the start of each new academic year, pupils will discuss and agree upon a classroom charter which is displayed in all classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. Once each class charter is created, both pupils and staff in each class agree to respect the rights for themselves and others by signing their name on the charter. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Rewards

Our school recognises that a positive learning environment can be created by recognising positive efforts therefore the achievements of pupils are celebrated and praised. We believe that praise is one of the most powerful tools to engage and motivate our pupils and to improve attitudes towards learning. Our school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in certificates and awards received outside of school. The school will endeavour to bring the efforts and achievements of the children to the wider community via Seesaw, the school website and display boards around the school.

Individual Rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise highlighting the effort or acquisition of new skill or achievement;
- Stickers for the pupil to wear;
- Opportunities for pupils to share their work with a senior member of staff;
- Stars of the Week Certificates awarded during our weekly Celebration Worship.

At Alderman Davies CIW Primary School, we use Class Dojo as a behaviour management tool that promotes positive behaviour and classroom culture. Pupils can earn 'Dojo' points for a range of different accomplishments or classroom conduct.



At the end of each term, pupils from Reception to Y6 will have the opportunity to use the Class Dojos that they have accumulated throughout the term to select a reward from a menu created by their class teacher.

In instances where class or school rules are breached, pupils will be expected to complete an age appropriate reflection task. In such circumstances, behaviour will be recorded and parents/carers will be informed.

We do not condone physical contact, we encourage all pupils not to hit back, but to tell a member of staff immediately. If a child's behaviour gives cause for concern, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation with a view to improving the behaviour of the child (please also refer to anti bullying policy).

Outside Agency Involvement

Where school feels that it is appropriate to seek advice and support from inclusion teams within the local authority, this will be discussed with the parent/carer beforehand and verbal/written consent may be necessary in order to engage outside agency involvement.

Bullying - Please also refer to anti bullying policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, working closely with pupils and parent/carers. Incidents of unkind behaviour are noted down by the class teacher. If interventions do not prove effective and the bullying continues, then a fixed-term exclusion can be used at the discretion of the headteacher.

Physical Intervention

In acknowledgement of guidance issued from the local authority, all our school staff have a legal power to use reasonable force to control or restrain. The school does not encourage the use of force and it will be used in rare circumstances. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils and staff safe. Staff at Alderman Davies CIW Primary School are trained in implementing Team Teach Strategies and physical intervention is only used when children are putting themselves, other children or staff in danger of harm, but it is only used as a last resort and by a member of staff who has received appropriate training when all other options have been exhausted. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. Parents will be informed of serious incidents involving the use of reasonable force and records will be reported to the relevant parties within the local authority.

Pupils with ALN

Those pupils with Additional Learning Needs (ALN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's ALNCo and, in some cases, will have an Individual Development Plan relating to behaviour in place. Other agencies may become involved to assess the needs of the pupil.

The role of the class teacher

- To set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance.
- Have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- Treat each child fairly, with respect and understanding.
- Keep records including times, dates, a synopsis of events and what steps/strategies were taken to rectify the problem. This is crucial if permanent exclusion is to be considered, but will also be useful evidence for fixed-term exclusions.
- To liaise with the ALNCO and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Support For Learning teams from within the local authority's inclusion service.
- Report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the child's behaviour.
- Actively support the Behaviour Policy through implementing and discussing this with pupils;
- Seek advice from senior leaders and report any concerns regarding the implementation of the Behaviour Policy.

The role of parents

- To know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school;
- To ensure their child adheres to the school's expectations;
- To work collaboratively with school, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of governors

- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate;
- Know, support and promote the school's Pupil Discipline Policy;
- Evaluate the effectiveness of the Behaviour Policy and hold senior leaders to account for its implementation.
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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, when requested, on the effectiveness of the policy.
- It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving 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 after the school governors have been notified.

Fixed-Term and Permanent Exclusions

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority Exclusion Guidance. Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently if they can evidence that they have tried all strategies, available to them, without success. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- If the headteacher excludes a pupil, s/he informs the parents immediately, in writing, giving reasons for the exclusion.
- At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Discipline Committee.
- The headteacher informs the Discipline Committee if a pupil is away for more than 5 days in a term
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The headteacher makes arrangements for the pupil to continue education including the setting/marking of work
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not

attend the reintegration meeting, alternative measures will be taken to assist their full participation.

In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Discipline Committee

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. They:

- Review use of exclusion within the school
- Consider any representation from parents for exclusions of 1-5 days
- Ensure that the school complies with the setting/marking of work

If the exclusion(s) exceeds more than 5 days, they:

- Meet to consider each subsequent exclusion
- Invite parents and LA to a meeting to discuss the exclusion, consider parental request for excluded pupil to attend or speak

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

LA

Make representation to the Discipline Committee when considering exclusion and consider any support that is available to prevent permanent exclusions e.g. a Negotiated Transfer

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development. Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; number and nature of individual behaviour plans in place; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They 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.