

# *Ysgol Gynradd Tairgwaith Primary School*



## *Behaviour Policy*

*Paratol Pob Plentyn am Dyfodol Gwell  
Preparing Every Child for a Better Future*

We aim to provide a happy caring and safe environment in which the academic, social and emotional needs of each individual pupil are met. We expect each child to behave in such a way, which is respectful towards each other and all who work in or visit the school.

We have established three rules of respect which we expect all children to follow, they are:

1. We listen to the person who is speaking
2. We keep our hands, feet, objects and unkind words to ourselves
3. We follow instructions the first time

We expect teachers to provide a curriculum, which is appropriate and relevant to the needs of the children and organise their classrooms in a manner, which is conducive to independent learning. The social and emotional needs of the children will be monitored and any concerns will be recorded. Where it is deemed appropriate, these concerns will be raised with the ALNCO.

### **Code of Conduct**

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

### **Procedures for All Staff:**

- Positive re-enforcement of good behaviour is more effective than negative punishments
- Although there can be sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who adhere to the three rules of respect. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.S.E., SEAL and in school assemblies. Praise should outweigh censorship by 3:1. But should be handled in a way that the child feels comfortable
- A well managed, well planned environment decreases potential for problems
- Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children, should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.
- Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and

respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
- It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.
- The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head if situations are deemed serious.

### **Procedures for the playground/ Lunchtime:**

- When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined
- Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
- School rules should be applied consistently and children reminded of them regularly.
- If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will issue a withdrawal of play sanction. If behaviour persists they will be referred to the class teacher or a teacher on duty.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

### **Positive Behaviour Points System**

- Across the school we have a house points system, 'Tairgwaith Team Stars', where staff may issue up to five points per week for individual children who follow the three rules. This is shared in assemblies and names are displayed in the hall, the points are accumulated throughout the year and the house that scores the highest gets a significant reward e.g. a fun day out with their mentor

### **Peer Support Programme/ 'Playground Pals'**

During all break times there are designated 'Playground Pals' who encourage children to play together nicely and to be a support for the children who find it difficult to mix with their peers. We shall be starting a Peer Support Programme this year which develops this idea further. Children from years 5/6 will be trained in peer support strategies by the School-based counseling service and then this shall be implemented in school to support all children, particularly those who display emotional and behavioral difficulties.

### **How we manage and reward good behaviour:**

Quiet word, smile acknowledgement

Written comment on pupil's work

Stickers

Golden time

Praise in front of class group

Visit to another member of staff

Written comment from teacher to parent informing them of good work, positive attitudes or behaviour

Certificates

Acknowledgement in School Newsletter

Class rewards Systems – merit charts, lotto, raffle, Proud Pot etc

### **What to do when behaviour is unacceptable**

If the behaviour is deemed unacceptable

- Immediate verbal or non-verbal check of misbehaviour (ideally administered quietly and calmly to the individual to avoid embarrassment and prevent escalation).
- Give children a choice where appropriate
- 'Thinking time' away from the situation
- Removal of Golden Time/ break time privilege/ other appropriate sanction
- Extra work (only where work is clearly below potential)
- Completion of incident/ behaviour report (age appropriate)
- Pupil mediation/ counseling sessions
- Referral to Deputy Head/ Head Teacher

Should the behaviour incident be deemed serious or if the school feels the child has emotional or behavioural difficulties then the next points are followed:

- Contact parent
- Behaviour targets
- Home/school link book
- Parental consultation required to agree a personal care plan
- Referral to outside agencies
- Temporary and permanent exclusion\* from school will always remain an option as a last resort

***It is essential that children are approached justly and fairly and staff must ensure that it is the behaviour and NOT the child that is being addressed e.g. 'Your behaviour is not acceptable'***

### **Pastoral Care**

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of the child and reinforce a supportive relationship. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher in matters of pastoral care and also have access to the Deputy Head, Educational Welfare Officer, ALNCO/ SENCO, School and Family support team and Behaviour support team.

### **Recording of incidents**

All incidents relating to behavioural issues must be recorded on the child's Essential information /SIMS record. For children who have diagnosed EBD the ALNCO/ SENCO will work closely with the class teacher to ensure incidents are recorded using agreed procedures and appropriate training and referrals are made.

### **Damage to property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

**Bullying-** This is addressed through our Anti Bullying Policy

### **Circle Time/ SEAL Education**

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, Circle time ensure that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk'

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened. There should be no 'put-downs' allowed. Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together.

A regular time is set-aside for Circle Time in class. It may also take place between set times as the need arises or as a cross curricular teaching and learning tool. Themes for SEAL form the basis for circle time and assemblies. This forms an integral part of our discipline policy and pastoral support for the children.

### **Dealing with serious Emotional and Behavioural Difficulties**

- If a child's behaviour escalates then members of staff should encourage the child verbally and visually to have 'time out' and/ or use the 'chill out' area, giving them time to calm down. Should the child not follow this advice then the staff member must contact a member of the Senior Management Team and follow procedures as set out in the *Care and Control and the Use of Force Policy*, wherever possible there should be at least two members of staff present for positive handling.

### **Exclusions**

Temporary and permanent exclusions are only given if the school feels the incident is deemed a serious breach of the behaviour expected at our school or if

all other options have been taken with no positive outcome. Incidents which can lead to exclusions are:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Causing serious damage to property
4. Causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline

Every effort will be made to ensure that exclusions are not necessary at our school and we endeavour to work closely with parents and outside agencies to develop the emotional and behavioural skills of all children.

This policy will be reviewed at regular intervals.

**Mr N Thomas**  
**October 2023**

Head Teacher/ Pri Athrawes:

Date/ Dyddiad:

Chair of Governors/ Cadeirydd Y Llywodraethwyr:

Date/ Dyddiad