



Behaviour Policy

Review Date	January 2023
Reviewed By	SLT & Governors
Next Review	January 2024
Summary of changes	

Approved By:

Head Teacher Date

Chair of Governors Date

Gnoll Primary School

POLICY FOR BEHAVIOUR

Introduction

Gnoll Primary aims to provide a positive and disciplined learning environment for its pupils. This policy is used consistently across the school and incorporates a clear system of rewards and sanctions, alongside high expectations and the fostering of mutual respect between staff and pupils.

Aims

- To provide a clear set of rules for all to adhere to.
- To provide a consistent and well understood system of sanctions and rewards to be used with pupils.
- To enable pupils to understand and make good 'choices' about their behaviour.
- To provide a disciplined environment.
- To develop the self-esteem of pupils.
- To ensure that pupils are aware of their responsibilities and effects of their actions.

Management and Organisation

Staff Responsibility

The behaviour policy is reliant upon a consistent approach by all staff, teaching and non-teaching. For this reason, full staff training has been given to existing staff and all newly appointed staff and regular supply teachers are provided with a copy of this policy and a set of guidelines to follow. Rewards and sanctions can be given to pupils from any staff member. If a pupil is displaying frequent low- or high-level disruption it is vital that this is discussed with the ALNCo, head teacher or member of SLT and recorded. A plan of action can then be put into place to determine the best action to be taken.

Thrive – A Whole School Approach

The Thrive approach is a specific way of working with all children which supports healthy social and emotional development. The Thrive approach teaches staff how to be, and what to do, in response to young people's differing, and sometimes challenging behaviour.

For individuals displaying frequent unwanted behaviours, a Thrive behaviour profile can be carried out. This will provide an individual action plan, outlining targeted strategies and activities to help them re-engage with life and learning.

Stage 1 - Identify emotional needs using the profiling function.

At Gnoll Primary School, all pupils are assessed against age-related expectations, using the Thrive online profile, each term. This produces an emotional/social profile for each class and identifies individuals that would benefit from additional support at their specific developmental stage.

Stage 2 - Create an action plan.



Thrive Online's action-planning resource creates an action plan that identifies the strategies and activities that will help each class, or individual pupil. At Gnoll Primary School, Thrive Online enables us to create a shared approach to supporting classes, small groups, or individuals to meet their developmental needs.

Stage 3 – Select an intervention.

Interventions are a range of simple, effective strategies and activities that are targeted to meet the child's or group's identified needs. These strategies and activities foster positive relationships and build mutual trust.

Stage 4 - Chart progress and measure outcomes.

At Gnoll Primary School, senior leaders/teachers can chart and measure the progress of individuals, groups, classes, or the whole school over time through a review and re-assessment process. This cycle can be repeated many times.

Rewards

- Pupils are rewarded for appropriate behaviour and work, with the use of Dojo points.
- Pupils are also nominated for recognition as the 'Seren yr Wythnos', which is celebrated in assembly weekly.
- Pupils receive Headteacher, 'Gwobr Y Pennaeth', awards for outstanding behaviour weekly.

Rules

A simple, clear and consistent set of 5 rules have been established across the school. These are as follows;

R - Respect (*respect your teachers, school adults, peers, classroom/equipment, school and rules at all times*)

E - Effort (*pay attention, listen carefully, and always do your best!*)

A - Attitude (*be positive, kind, helpful and polite. Keep negative comments/thoughts to yourself*)

C - Cooperation (*be willing to work with anyone. Share*)

H - Honesty (*always tell the truth*)

These are displayed clearly on posters throughout the school. In addition to this, specific classroom rules are written by each class at the beginning of the year and displayed, whilst rules for playtime and the corridors are in clear view of pupils as they walk through corridors. Rules for behaviour during assembly and dinnertimes are on display in the school hall. Playground rules have been agreed and are displayed outside. Rules are discussed at the beginning of each day in the classroom and where necessary every session.

Consequences

Pupils are provided with a choice of how to behave and reminded of the rules. Therefore, breaching of rules results in 'consequences'. They are set out at the beginning of the school year and revisited daily, during Class assemblies, RSE lessons and assemblies. Generally these will be as follows:

1. **Verbal warning: withdrawal from the situation.** In FPh there is a thinking spot or thinking area within the classroom. If behaviours persist the children will be instructed to attend the 'Talk Shop' at break time and lunch time. These encourage the child to reflect upon their behaviour



and its effect on other people, whilst considering alternative behaviours available to them. This gives pupils the opportunity to discuss their behaviour with a member of staff. If pupils attend the 'Talk Shop' three times or more parents are contacted to discuss the persistent behaviours with the class teacher and head teacher.

2. *Severe clause.* Pupils who display frequent challenging behaviour will have an individualised behaviour plan in place, behaviour risk assessment and positive handling plan, which will outline specific behaviours, triggers and offer primary and secondary measures.

THRIVE- practitioners are called upon to try to make the child feel safe and secure and ascertain what the cause of the behaviour is. The pupil is referred to the Headteacher, who comes to the class to deal with the situation. If the Headteacher is not available, the Deputy Headteacher or member of SLT is sent for. A period of withdrawal is arranged in their time and discussion takes place to ensure that the behaviour is not repeated. In extreme cases exclusion may be considered as a last resort. Generally, these clauses are followed in order but in some circumstances a severe clause may be necessary immediately. Examples of this include serious disruption in class, bullying or fighting. If challenging behaviour becomes frequent, help from outside agencies will be sought with the consent of parents.

Records

A register of attendance for the 'Talk Shop' will be kept and SLT will monitor this regularly. Serious incidents will be logged in the file kept in the office and these must be reported to the Head teacher or member of SLT.

Special Needs/ Equal Opportunities

All pupils are entitled to work and play in a disciplined school environment. They are entitled to respect from adults and their peers. As such the reward and sanctions system will be made available to all pupils in the school.

Parental Involvement

We encourage parental involvement in all matters relating to discipline, as a strong partnership between school and home is essential to pupils' progress in school. This is particularly so when behaviour is an issue. Parents are informed of any consistently poor behaviour and they are offered an opportunity to come to school to discuss any issues. The emphasis is always on supporting the pupil to develop alternative strategies of approaching problems and a strong home/ school link is always sought. If an incident is of a serious nature or a pupil has been injured by another pupil, both parents will be notified by telephone or spoken to at the end of the school day. We have a zero-tolerance policy to parents being aggressive to any member of staff, pupil or and other parent. Parents will be asked to leave the premises and the appropriate outside agencies will be contacted to deal with any aggressive behaviour.

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Reviewed:

