



# **Hendrefoilan Primary School**

## **Positive Behaviour Management Policy**

## **Principles of behaviour management at Hendrefoilan**

A positive approach to behaviour management is one that is based on the principle of consideration for others. It is an approach that emphasises rewards, praise, and encouragement in working towards more of our children and young people being rewarded as possible for good behaviour. We want all our pupils to learn appropriate ways of behaving as this will enable them to reach their individual potential.

At Hendrefoilan Primary School we are committed to ensuring the highest possible standards of teaching and learning for all pupils. To accomplish this, we need to provide a positive framework explained by a whole school positive behaviour management policy which is developed, reviewed, evaluated, supported, and implemented by the whole school community. This includes pupils, staff, parents, governors, professionals, and associates of the school.

The policy is based upon the principles and values which underpin the school, and is integral to the vision for the school. The aim is to provide the most effective learning opportunities and teaching possible within an ethos where self-respect and respect for others and our environment. As part of our commitment to the principles of inclusion in education, we endeavour to enable all pupils to learn to their full potential and to support their development as good citizens within the community.

A pro-active approach to the promotion of positive behaviour, where the self-discipline and good behaviour of all pupils is always encouraged, has been adopted at Hendrefoilan Primary School. In being proactive about behaviour and making it a positive approach to school life, we hope to ensure problems do not arise in the first place. There are numerous approaches in class and throughout the school promoting positive behaviour, including house teams and house points and 'four purpose certificates.' This positive approach to behaviour management raises pupil confidence while actively rewarding children who behave well (see appendix C for more details).

By implementing a positive approach and policy, we aim to provide a happy, safe, and friendly environment in which effective learning can take place for all pupils. The policy will:

- Promote a positive ethos and environment.
- Establish clear expectations shared and understood by the whole school community.
- Provide positive recognition for those who work within the shared and articulated rules.
- Motivate all pupils using positive approaches.
- Provide clear consequences for inappropriate behaviour.
- Promote and ensure a consistency of approach by all staff.
- Be owned by all members of the school community.

## **Values and Aims**

We believe that all pupils have the right to effective teaching within a stimulating, exciting, and safe environment. In providing such an environment, great emphasis is placed on the valuing of individuals and the development of trust and respect between all who work together.

At Hendrefoilan Primary School we aim to develop positive behaviour through:

- Listening to and respecting all pupils.
- Striving to understand the cause of behaviours and track behaviour patterns.
- The explicit teaching of appropriate behaviour and skills.
- Teaching the necessary skills, attitudes, and values through the school curriculum.

- Modelling appropriate behaviours, attitudes, and values always.
- Having high expectations of behaviour and actively sharing these with the pupils.
- Promoting, encouraging, and supporting self-discipline in the pupils.
- Encouraging and supporting high self-image and self-esteem in all pupils.
- Developing and articulating a hierarchy of sanctions to ensure consistency.
- Managing problems, when they occur, in a caring and responsible manner within a planned and shared structure, to reduce the impact of the problem on the smooth running of the school and to support improved behaviour of the individuals concerned.

## **Code of Conduct and Graduated Response**

All members of the school community, which includes pupils, school-based staff, parents, governors and other friends, professionals, and associates of the school, are expected to:

- Show respect towards each other.
- Show respect for their own, other people's and the school's property.
- Behave in a manner which is conducive to supporting the process of teaching and always learning.
- Remember that physical violence is not acceptable.
- Refrain from using foul or abusive language.

The code of conduct has graduated levels of response to pupil behaviours (see appendix A for details). This code of conduct has been formulated by all staff and discussed with pupils. It has the safety of all within the school community in mind, and to enable the school to function efficiently as a place of learning. The code of conduct is a whole school document but will be enforced in varying degrees across the school. Staff responses vary as pupils progress throughout the school, for example, rather than give a yellow/red card teachers in the Foundation Phase are far more likely to verbally remind and discuss pupils' behaviour.

## **The School Behaviour Charter, Rules and Responsibilities.**

To provide a shared and articulated structure to support the development of positive behaviour and manage inappropriate behaviour within the school, the school council has developed a set of school rules called the behaviour charter (see appendix B for details). These help ensure that the rights of all people who work within the school, or visit the school, are upheld. They will be reviewed annually and revised accordingly. The behaviour charter will be explicitly taught to all pupils during whole school assembly times, and within their class groups.

A major aim of the behaviour charter is to encourage all pupils to practice good behaviour through an awareness of the school's high expectations. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour. For some pupils with a need for greater levels of support, more individualised monitoring systems are devised to support their behaviour. These are done in collaboration with the pupil and where appropriate, the parents and/or the school's Additional Learning Needs Co-ordinator (ALNCO).

## **Systems to Support Appropriate Behaviour, Rewards and Sanctions**

As a school there are many systems in place to support appropriate behaviour and to minimise opportunities for inappropriate behaviour to occur. Key systems are listed in Appendix C and include:

- Not leaving pupils unattended in classrooms.
- Escorting pupils in or out of the school at break times, lunch times and the end of the school day and to different activity bases.
- Frequent review of class planning and work completed to ensure appropriately stimulating and challenging learning opportunities are on offer.
- A range of games and activities made available at break and lunch times, etc. And good levels of adult supervision at play and lunchtimes.

## **Encouraging Respect**

To encourage respect, a range of strategies are applied on a day-to-day basis. As staff within the school, it is recognised that the implications of how we behave and talk to each other, and the pupils are crucial to the development of respect. In turn, the pupils own use of language is closely monitored, and the use of racist language, name-calling and language intended to belittle, hurt, or threaten other children is unacceptable.

Every teacher has the responsibility for promoting and encouraging the positive behaviour of all pupils at all time. In addition to this, each teacher has the more specific responsibility of managing the discipline of his or her teaching group on a day-to-day basis. It is expected that minor breaches of behaviour will be managed and dealt with in a fair and supportive way by the individual class teacher. An emphasis on de-escalating potential incidents of inappropriate or challenging behaviour will be used wherever possible based on the understanding that providing direct challenge will often inflate and worsen the situation.

Where behavioural difficulties are identified, parents will be involved at the earliest possible stage through the school's graduate response, where concerns and progress will be closely monitored by the school Additional Learning Needs Coordinator.

In the event of serious or continued incidents of inappropriate behaviour, the pupil may be referred to a member of the Senior Leadership Team (SLT). In more serious cases, or if the problem continues following referral to a member of the SLT, the pupil will be referred to the Deputy Headteacher. Similarly, if the behaviour is more serious or continues, the pupil will be referred to the Headteacher. Staff may raise their voice and verbally reprimand pupils if they feel that this is an appropriate strategy to restore order/change the pupils' behaviour. Normally at this stage, the parents will be contacted and invited to the school to discuss the situation and seek a mutually agreed way forward.

Major breaches of discipline include:

- Physical assault.
- Deliberate damage to property.
- Stealing.
- Leaving the school premises without permission.
- Verbal abuse.
- Refusal to work.
- Severe disruptive behaviour in class.

Incidents of significant inappropriate behaviour are recorded and dated in notes in the pupils' overviews. These serve not only as an accurate record of what has happened, but also help provide a longer-term picture, enabling any patterns to be seen.

## **Use of Reasonable Force and/or Restraint**

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. 'Reasonable in the circumstances' means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing severe disorder. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. To:

- Remove highly disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that causes danger or significantly disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the safe behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

## **Procedures for Dealing with Major Breaches of Discipline**

Extreme anti-social behaviour or that representing direct and extreme challenge to the school will be dealt with immediately in the following way:

- A verbal warning by the SLT/Headteacher or Deputy Headteacher as to future conduct.
- An email, letter or phone call to parents informing them of the problem.
- A meeting with parents to discuss the difficulties and concerns and to work together in seeking appropriate action.
- If the problem is severe or recurring, the exclusion procedures using the recommendations set out in the Local Authority guidelines are implemented, after consultation with the governing body; the duration of the exclusion will be based on the severity of the problem.

In the event of particularly severe incidents of bad behaviour, this procedure may be partially abandoned and arrangements will be made for the pupil to be taken home straight away.

## **Post-Exclusion**

On return to school following exclusion, a post-exclusion plan will be implemented to ensure all staff use a consistent approach in working with the pupil, and to attempt to discourage further reasons for exclusion. The plan will where possible be drawn up in conjunction with the parents following the process outlined below:

- On return to school a meeting will be arranged with the Head Teacher, parents, and pupil, to outline the action plan and expectations.

- A home/school book may be used to keep parents and school informed of progress daily.
- Strategies to minimise the reoccurrence of the behaviour resulting in the exclusion will be implemented and discussed with all staff who meet the pupil, e.g. if the problems are occurring in the playground, the amount of time initially spent in the playground will be limited and built up gradually. Special activities to support the development and acquisition of skills required to play co-operatively may be offered during this time.

## **Lunchtime Supervision**

At lunchtime, supervision is carried out by a team of lunchtime supervisors under the direction of the Deputy Headteacher. The lunchtime supervisors are expected to maintain order using the strategies outlined within the policy. Serious incidents of inappropriate behaviour may result in pupils being brought to the attention of the Headteacher/Deputy Headteacher or SLT, which in turn may result in loss of privileges. Parents will be informed in the case of serious incidents or where the pupil repeatedly behaves inappropriately and shows no sign of improvement.

Where it is felt that a pupil is behaving in a manner which is detrimental to the smooth running of the school or to the safety of pupils and staff, and is showing no improvement in their behaviour, a pupil may be excluded from the school premises at lunchtimes and have a reactive plan and/or a pastoral support programme (PSP). The lunchtime supervisory staff are to be always treated with respect. Verbal or physical abuse will not be tolerated.

## **Parents and School Working Together**

As a school, we recognise the importance of active home school links. This partnership is vital in the development and maintenance of positive behaviour. The co-operation of parents is essential in encouraging pupils to work within the school charter and their support is appreciated within this partnership. Parents can discuss all aspects of their child's progress in school (including behaviour) at parent consultations.

If a parent has any concerns regarding their own child's behaviour or that of other pupils at the school, they are encouraged to see the Classteacher or Headteacher as soon as possible to discuss the concerns and the way forward. In the same way, if a Teacher has concerns regarding a pupil's behaviour, the school will contact the parents to discuss them collaboratively and seek to determine any reasons and solutions.

## **Racist Incidents (see Policy on Racial Equality for full details)**

The school is committed to working towards race equality, promoting positive approaches to difference, and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour, which is racist or potentially damaging to any ethnic or racial group, will not be tolerated. The school recognises that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious, and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society. All employees have a responsibility to read, understand and comply with the school policy.

## **Attendance (also see Attendance Policy)**

At Hendrefoilan Primary School, all staff are concerned about each pupil's safety, welfare, and the continuity of their learning. As a result of these concerns, we take a pro-active approach to encouraging attendance and discouraging absenteeism wherever possible. Absences marked

in the register are regularly assessed to seek any patterns of unauthorised absences, and these are brought to the attention of the education welfare officer. Parents are encouraged to bring their child to school in order that the reasons for the pupil not wanting to attend can be discussed and a way forward determined.

### **Bullying (also see Bullying Policy)**

At Hendrefoilan Primary School staff, governors, parents, and pupils try to work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. The school always acts swiftly with a process of investigation, communication, and action. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. The following strategies and procedures are used at Hendrefoilan Primary School:

- All staff watch carefully for early signs of distress in pupils which may be because of being bullied.
- Allegations of bullying are taken seriously and may be referred to senior management to be investigated fully.
- Playground buddies can be used to provide peer support for those pupils who feel they are unable to report incidents to an adult, and to report any signs of bullying that they observe directly.
- Pupils are made aware of what bullying is, and the sanctions that will be applied to anyone found bullying.

Where incidents of bullying are observed or reported, they are investigated fully in a caring, patient, and sensitive manner. This includes:

- Discussing the incident thoroughly with the victim.
- Identifying the bully – obtain witnesses where possible and inform the deputy head teacher/head teacher.
- Discussing the allegations with the bully/bullies.

Where it is felt having gathered evidence from all sources, that a pupil is being bullied, the following sanctions may be applied to the bully:

- Withdrawal from favoured activities.
- Parents are informed.
- Withdrawal from class to work separately for a period.
- A pastoral support programme (PSP) and exclusion from school in severe cases.

Following an incident or alleged incident of bullying, close observation and monitoring of the situation is necessary, with all necessary staff alerted to be vigilant, to ensure no repetition.

### **External Working Links**

At Hendrefoilan Primary Primary School we value positive relationships between the school, community, LA, and social service departments. In promoting positive behaviour and creating the best possible environment in which teaching and learning for all pupils can take place, we may actively work in partnership with:

- The Behaviour and Learning Support Team (Mrs Lindy Wells).
- The Educational Psychologist (Mrs Alison Griffiths).

- The Educational and Welfare Officer (Mr Lee Osborne).
- The Exchange Counselling Service (Mrs Danny Boyce).
- The Child and Family Health Team.
- The LA Child Protection Team.
- The Neurodevelopmental Team and other Mental Health Teams.

## **Training**

To ensure all staff have the appropriate skills, knowledge and understanding to successfully support the development of positive behaviour and deal effectively and in a consistent manner with inappropriate behaviour, a range of training opportunities are made available. These may include:

- In-service training led by school based staff.
- In-service training led by outside agencies or consultants.
- Centre based training led by the LA for teachers, Teaching Assistants and governors.
- Local or national conferences featuring specialist speakers on the subject.

## **Review**

This Policy will be reviewed annually by the Headteacher, and Senior Leaders.



**Appendix A**  
**Graduated Response**  
**Hendrefoilan Primary School – Code of Conduct**

<b>MISDEMEANOR</b>	<b>CONSEQUENCE / PUNISHMENT</b>
Level 1 Off task/running in the corridors/shouting in the dinner hall/talking in assembly etc....	Level 1 Verbal warning
Level 2 Not responding to a verbal warning.	Level 2 Yellow card
Level 3 Repeating the behaviour following on from a verbal warning and yellow card in the same day.	Level 3 Red card and a time out alongside an adult. (After 3 red cards the pupil's parents are informed via phone call/email).
Level 4 Physical violence and/or verbal/physical abuse.	Level 4 Straight to a red card and straight to Headteacher/Deputy Headteacher or Senior Management Team and parents informed. A meeting is arranged with parents to discuss the incident.
Level 5 – Repeated aggressive behaviour. Racist/Homophobic abuse etc...	Level 5 Parents, Chair of Governors. EWO and LA informed via formal letter as an email attachment. A meeting is arranged with parents. Intervention and planning regarding behaviour takes place (involving outside agencies as necessary). A PSP and Reactive Plan are put into place.

# Hendrefoilan School

# Charter

**We want our school to be a fair and happy place!**

- Line up in your classes quickly and quietly when the bell goes.
- Always follow and respect the playground rules when outside, such as aggressive play, grabbing, holding and ball game rules.
- Be responsible and respectful to everyone in Breakfast and Afterschool Clubs.
- Use ‘indoor voices’ when around the school. Make sure you are walking sensibly, keeping your hands and feet to yourself.
  - Follow assembly rules when entering and leaving the hall.
- Respect for all staff in the Dinner Hall at lunchtimes. Make sure you have sensible table manners when eating.
- Respect other people’s property. Make sure cloakrooms are tidy and keep your belongings together.
- Be respectful to everyone in school; pupils, teachers, staff, parents, and visitors. Always be polite and have good manners.
  - Follow all classroom instructions from teachers and staff.
  - Always try your best and give 100% effort. Never give up!

**‘Learn, have fun and reach for the stars!’**

## **Appendix C**

### **Positive Behaviour Management Strategies**

#### **Golden Table**

The golden table is at dinnertime once every half term. It is a special table with a table cloth, serviettes, goblets, fresh juice, and flavoured water. Six pupils from across the school are nominated by the dinner staff, each pupil chooses a friend (twelve seats in total). Pupils are nominated for good manners and behaviour at dinnertime. Names of golden table pupils are announced in assembly. \*Golden Table will resume when COVID risk assessments allow.

#### **Hendre Heartie Certificates**

The Four Purpose Certificates are nominated and written by teachers. They are awards for academic achievement in class groups. They are presented every Friday in assembly and celebrated by the whole school and published on Twitter.

#### **School Houses and House Points**

There are four school houses: Rossilli; Port Eynon; Oxwich; and Langland. Pupils' are allocated into a house and can earn or lose house points. Totals are collected every week and the termly winners get a reward, decided by the school council. A House Party takes place every term for the winning house \*COVID risk assessments permitting.

#### **Head Pupils**

The Head Boy and Head Girl are voted by staff and Y6 pupils and uphold the standards of behaviour expected at Hendrefoilan Primary.

#### **Head of House**

Each house has a Y6 head of house and Y5 deputy head of house. These pupils represent each house and uphold the standards of behaviour expected at Hendrefoilan Primary.

#### **School Council**

The school council present and consider the opinions of their peers and drafts the school behaviour charter.