

Blaengwrach Primary School



Behaviour Policy

Mrs L. Williams

Head Teacher

Date adopted: 8/4/25

Mrs S. Davies

Chairperson

Review Date: 8/4/28

Blaengwrach Primary School

Policy for Behaviour

Introduction

Blaengwrach Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours and attitudes that foster respect and appreciation for others and encourages everyone to make a positive contribution to school life.

School Expectations

These important expectations permeate all aspects of school life:

- Members of the school community will be polite, courteous, helpful and kind.
- Members of the school community will listen and be respectful of one another.
- Members of the school community will strive hard in their learning.
- Members of the school community will act in ways that keep themselves and others safe.
- Members of the school community will take care of property and show pride in our school.

Rights of the Child

- ❖ *Article 19 – I have the right to be protected from being hurt or treated badly.*
- ❖ *Article 29 – I have the right to an education which develops my personality, respect for others' rights and the environment.*

Statement of what matters

- ❖ *Health and Well-being – how we process and respond to our experiences affects our mental health and emotional well-being.*
- ❖ *Health and Well-being – Developing physical health and well-being has lifelong benefits*
- ❖ *Health and Well-being – Our decision-making impacts on the quality of our lives and the lives of others.*
- ❖ *Health and Well-being – Healthy relationships are fundamental to our well-being.*
- ❖ *Humanities – Human societies are complex and diverse, and shaped by human actions and beliefs.*

The purpose of this policy is to encourage the highest levels of behaviour and to support pupils to be responsible for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This policy is used consistently across the school and incorporates a clear system of rewards and consequences, alongside high expectations and the fostering of mutual respect between staff and pupils.

This policy aims to:-

- Ensure expected standards of behaviour and conduct are shared with the school community;
- Ensure all members of the school community understand, support and promote the principles underpinning the policy;
- Ensure the underpinning principles of rewards and consequences are consistently applied in school;
- Enable pupils to develop reasoned, self-discipline and demonstrate respect towards others;
- Ensure pupils have high levels of self-esteem, are happy in school and take pride in their achievements;
- Ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all;
- Ensure the principles of inclusion are promoted and practiced throughout the school community.

Responsibilities

Pupils are expected to:-

- Know the school expectations and engage in discussions about them;
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- Support other members of the school community in promoting the expectations of good behaviour.

Parents and carers are expected 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;
- Ensure their child adheres to the school's expectations;

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. 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 other parent. Parents will be asked to leave the premises and the appropriate outside agencies will be contacted to deal with any aggressive behaviour.

Members of Staff in school are expected 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;
- 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.

This policy is reliant upon a consistent approach by all staff, teaching and non-teaching. For this reason full staff training given to existing staff and all newly appointed staff. Regular supply teachers are provided with a copy of this policy and a set of guidelines are displayed in areas throughout the school (See our 'Be a star citizen at Blaengwrach Primary' expectations of behaviour chart).

Rewards and consequences 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. Reasonable adjustments and a support plan can then be put into place.

Governors are expected to:-

- Refer all matters regarding discipline to the Head Teacher who, in consultation with relevant parties, will investigate;
- Know, support and promote the school's Behaviour Policy;
- Evaluate the effectiveness of the Behaviour Policy and hold senior leaders to account for its implementation.

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils:-

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil;
- Acknowledge and celebrate the talents, gifts and differences between individual pupils;
- Are always asked to do the best they can. Staff members will teach and facilitate this behaviour;
- Praise and reward appropriate behaviour;
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Principle of Reward

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. All staff remind pupils of the expectations for behaviour, in assemblies during lunch/break/extra-curricular club times and throughout the school day. Pupils are rewarded for appropriate behaviour and work, with individual, group and class rewards.

Individual Rewards

The following rewards are used regularly by all staff:-

- Specific verbal praise highlighting the effort or acquisition of new skill / understanding;
- Stickers for the pupil to wear;
- Awarding house points;
- Opportunities for pupils to share their work with a senior member of staff;
- Trier and Star award certificates awarded during weekly award assemblies;
- Siaradwr y Wythnos award certificates awarded during weekly award assemblies.

Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

Our 'Be a star citizen at Blaengwrach Primary' expectations of behaviour chart is displayed in classes and around the school. It is clear how pupils are expected to behave (green behaviour). If pupils are displaying amber and red behaviour, pupils are reminded of the expectations and if the behaviour continues and 3 warnings have been given, this will result in appropriate 'consequences' for the behaviour (see 'Be a star citizen at Blaengwrach Primary' expectations of behaviour chart for appropriate consequences). Our behaviour chart encourages the child to reflect upon their behaviour and its effect on other people, whilst considering alternative behaviours available to them and gives pupils the opportunity to discuss their behaviour with a member of staff. Pupils are reminded of a restorative approach to solving disputes. If the behaviours continue then they see the Headteacher which provides another opportunity for pupils to change behaviours. They are given clear guidelines on expectations with time scales. If the behaviours still continue the school works with parents to support and improve.

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. The pupil is referred to the Head Teacher for support. If the Head teacher is not available to support, the Deputy Head Teacher or member of SLT will support. A period of withdrawal is arranged 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.

It is possible and quite likely that children can exhibit behaviours from different stages. The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics on the opposite side of our star citizen chart. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

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.

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.

Permanent exclusion is extremely rare. 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.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying Policy; copies of which can be obtained from the school office or on the school's website.

Rights of the Child

❖ *Article 19 – I have the right to be protected from being hurt or treated badly.*

Additional Learning Needs

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 consequences system will be made available to all pupils in the school.

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 rewards and consequences.

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.

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement. Further information is available in the school's ALN Policy.

Rights of the Child

- ❖ *Article 23 – If I have a disability, I have the right to special care and education.*

Use of reasonable force

See school policy on the use of reasonable force (LA policy adopted by the Governing Body in November 2023)

Records

Serious incidents must be reported to the Head Teacher or member of SLT and appropriate records will be logged in line with school and LA procedures and policies. Team teach paper work and positive handling plans are used to record serious incidents and are reported to the local authority

Pupil transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from one phase to another. We hold transition meetings to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local comprehensive schools and pupils are encouraged to attend taster transition days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year/Head Teachers in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to Comprehensive school, but also the social aspect.

Rights of the Child

- ❖ *Article 6 – I should be supported to live and grow.*
- ❖ *Article 12 – I have the right to be listened to and taken seriously.*

Racial Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Communicating the policy

For this policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

Monitoring and evaluating the policy

The school will regularly monitor the behaviour system to ensure expectations, rewards and consequences are appropriate and effective, and in-line with the school's policies. 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; feedback 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.

Complaints

The school has an agreed complaint policy and procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. This policy is available from the school office and also on the school website.

Relationship with other policies

This policy should be read in conjunction with the school's Attendance, Anti-Bullying, Complaints, Child Protection/ Safeguarding, Strategic Equality Plan, Online Safety, Teaching and Learning, ALN, Use of Reasonable Force and Race Equality policies.

Date agreed: 8/4/25

Head Teacher: Mrs L. Williams

Chair of Governing Body: Mrs S. Davies

Date for Review: March 2028



Be a star citizen at Blaengwrach



Expected Behaviour



Working hard

- Taking on challenges in our learning.
- Understanding making mistakes is part of our learning.
- Showing resilience and independence.
- Staying on task.

Being Respectful

- To all adults and children.
- Listening to others.
- Sharing with others.
- Taking turns.
- Showing good manners (polite).
- Following instructions/routines.
- Being truthful.

Being kind and helpful

- Playing nicely.
- Using kind words to adults and children.
- Caring for others.
- Being good team players.

Looking after property

- Tidying the class and school.
- Caring for equipment.
- Walking in the corridors.

Attendance

- Good attendance.
- Being in school on time / wearing school uniform.

Consequences

Moving our learning forward.
Green work -stickers
Extra time at playtimes.
Achievement certificates (weekly) - trier award, star award, reader award, welsh award.
Phone call home.
Work put on display.
Work on class 'Wow display board'.
House points.
Positive comments to parents via text message/kit book.
Ringing the bell at playtimes.
After school clubs.
School trips.
Representing the school in various events.
Representing class as a member of a school committee - e.g. school council, ECO, etc.

Avoidable Behaviour



Disturbing the learning of others.
Damaging property.
Being rude / disrespectful to adults and children.
Running in the corridors.
Not listening to adults.
Not following instructions.
Shouting at adults or children or out in lessons.
Lack of effort or refusing to complete work.
Swearing (one off).
Leaving class without permission.
Inappropriate comments.

Consequences

Making less progress in our learning.
Verbal reminders x 2.
Missing playtimes.
Missing or restricted extra playtime.
Messages sent home to parents via text message, KIT book
Class teacher to discuss behaviour with parents.
Complete work during playtime.
Might be moved to another class to complete work.
Removed from the yard.
Lessons with the PCSO.

Unacceptable Behaviour



Repeated "Avoidable" behaviour.
Persistent swearing.
Physical behaviour towards children or staff.
Aggressive behaviour.
Dangerous behaviour.
Bullying.
Stealing.
Absconding from class/school.

Consequences

Parents informed immediately.
HT/SLT informed.

Will lead to:

Meeting with HT/SLT /Parents.
Internal exclusion.
Not allowed to represent our school at events.

Will lead to:

Fixed term exclusion.
Permanent exclusion.