



Nant-y-Parc Primary School



Behaviour Policy





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This Behaviour Policy has been approved by the Staff and Governors of Nant-y-Parc Primary School and will be reviewed annually.

The importance of encouraging positive behaviour patterns in our pupils cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the pupils in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is incumbent upon all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some pupils will have Individual Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour by following the 3 Step Behaviour Plan and to provide a safe and secure learning environment for all pupils.

'Consistency is Key.'

Our philosophy is to have consistency when dealing with a variety of behaviour.

'The best institutions have absolute consistency. All teachers act with one voice and one message.' Paul Dix

Consistencies

We believe staff should:

- ✓ Use positive language (verbal and non-verbal);
- ✓ Ensure praise outweighs negatives;
- ✓ Create a positive, calm environment – be good models of emotional control;
- ✓ Demonstrate respect and build positive relationships;
- ✓ Follow up every time. Engage in reflective dialogue with pupils;

We believe pupils should:

- ✓ Be considerate towards others in every aspect of school life;
- ✓ Respect the view of others;
- ✓ Be polite and courteous to everyone they meet;
- ✓ Be friendly and welcoming;
- ✓ Be honest, reliable and responsible for their actions;
- ✓ Be aware of the 3 Step behaviour plan and to know that their actions have consequences for others and themselves.

By following the 3 Step behaviour programme we aim to:

- ✓ Enable staff to manage pupil behaviour more effectively;
- ✓ Implement a fair and consistent approach in dealing with incidents;
- ✓ Adopt rules, correctives and positive reinforcements which are effective;
- ✓ Teach strategies to help children manage their behaviour;
- ✓ Help to develop pupil's emotional literacy;
- ✓ Raise self-esteem.

Whole School Rules / Values

School rules create expectations and provide boundaries for children. Rules need to be clear, concise and in language that all pupils understand.

Our school rules at Nant-y-Parc are based on three principles:-

1. Ready

2. Respectful
3. Safe

We believe all children should understand that it is the responsibility of staff, pupils, and members of the school community to uphold and maintain our school rules, as well as our school values of peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance, and love. On occasions when these values are not respected, we use restorative approaches as outlined in our behaviour policy to help pupils understand the impact of their actions and how to move forward positively.

What are we doing in school to learn about Peace?

As part of our journey to becoming a peace school, each class is thinking about what it means to be peaceful. On the playground we are learning to be peaceful when we play games with our friends. Teachers will encourage learners to think about the choices they make day-to-day and how these choices can impact on the levels of peace within their life. We would encourage pupils to show kindness and empathy to their peers whilst trying to avoid any conflict, particularly during breaktimes. In our curriculum we take time to remember those who have allowed us to live in peace and those who are still fighting for conflict resolution in the present day.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Pupils must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to pupils about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between pupils and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and organisation, access to resources and classroom displays all influence the ways in which pupils behave.

Teaching methods must encourage enthusiasm for the AoLE and active participation for all. Praise must be used to encourage and recognise instances of good behaviour as well as good work. Teachers' specialist knowledge of individual pupils will enable them to make appropriate allowances when necessary.

Recognition

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and recognising this has a major role to play. The most immediate method is verbal praise; it is motivational and helps pupils to realise that good behaviour is valued.

Stickers, house points and postcards home are used at the discretion of the teacher. Pupils are also sent to other adults in the school to receive recognition of good work, though this should be done without disturbing the teaching of those classes.

Each Friday, a celebration assembly is held and selected pupils from each class are presented with a certificate for good work/behaviour from the class teacher. The headteacher also presents an 'Excellence' certificate to a pupil of her choice, and the deputy head presents a 'Character' certificate linked to a pupil demonstrating good values e.g. respect, honesty. Each member of staff and pupil is allocated to a house colour. During 'Pupil of the Week' assembly house points for the week are collected and added to the running total. Pupils receiving recognition for the week also receive a house point.

Stages of Recognition

1. Verbal praise
2. House points in class
3. House points for pupil of the week award
4. Moved to gold on behaviour chart – prize awarded to child. Discussion with class why a pupil has been placed on gold.
5. Sent to Headteacher for recognition
6. Postcard to parents – ‘just to let you know...’

The 3 Step Behaviour Programme

The 3 Step Behaviour Programme (3SBP) is used at Nant-y-Parc to achieve effective behaviour management through a simple step-by-step approach. The programme achieves this by encouraging staff to adopt an approach to behaviour management which is simple, effective and yet sustainable. It focuses on our school having an effective system for school rules, correctives and recognitions linked to this policy. All the strategies that are used in the programme are based on the philosophy that consistency in positive reinforcement and the development of a child’s emotional literacy can change and improve pupils’ behaviour.

The school will use a traffic light system to give the pupils a more visual understanding of where they are in terms of their behaviour. All pupils will start on green on a daily basis. The steps set out below will determine if the pupils need to move to a different colour.

The 3 Steps of the programme are:

STEP 1: Reminder – “I need to remind you of the school rule of You are not being because..... How could you be ?”

STEP 2: Warning – “You have not taken on board the reminder of being..... You are now on an amber warning. If you continue you will be placed on red. This means you will miss your playtime.”

STEP 3: Red – If pupils continue to misbehave after the warning they will be placed on red – “You did not listen to the warning. You are now being placed on red.” Children placed on red will receive a sanction. See below.

Sanctions

Sanctions will be as follows:

1. On receiving a red card pupils will miss a break time – reflection sheet (TA timetabled). Text sent to parents to inform them.
2. Three reds in a month - a discussion with parents and pupil to be held with the class teacher.
3. Four red cards in a month - a discussion with the Deputy Headteacher, parents and pupil. Possible actions put in place e.g. action plan, referral to services etc.
4. Further red cards could result in further actions being taken e.g. Lunch time exclusion, temporary exclusion. This will be discussed between the Headteacher, Deputy Headteacher and parents in a formal meeting.

Teachers will track behaviour using a tracking sheet and will leave this within the classroom. Teachers will only track red cards and will have the responsibility for reporting a red card to the member of staff on duty and to the deputy headteacher if a monthly trigger is hit.

Involving Parents/Family

Gaining parental support is a necessity if pupils are going to conform to the expectations of behaving appropriately in school. When a pupil displays inappropriate behaviour in school, parents and guardians play a key role in helping teachers to secure change in the pupil’s behaviour. Therefore, parents and guardians need to be kept up-to-date on any significant change in behaviour in order for maximum progress to be made. Thus, keeping parents and guardians fully informed is an essential part of this policy.

At Nant-y-Parc we are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. Where the behaviour of a pupil is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage (Step two).

We explain the school's 3SBP in the School Prospectus and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilized manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use a red card, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. The behaviour lead may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The 3SBP provides effective whole-school correctives which when implemented are:

- ✓ understood by pupils, staff and parents/carers alike
- ✓ fair
- ✓ consistent
- ✓ appropriate
- ✓ a logical response to the misbehaviour

Fast Track Behaviour

If a pupil's behaviour is deemed serious then it is the decision of the class teacher/teacher on duty to decide whether he/she could be fast tracked to a red card. The following are some examples of what we would regard as 'Fast Track' behaviour:

- Threatening or abusive language towards other pupils and adults, including swearing;
- Bullying;
- Acts which are racist and/or sexist which causes upset to others;
- Fighting, spitting or biting others;
- Causing damage to the property of others, including the school itself.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone.

- When dealing with a situation, remain calm and ;
- Avoid confrontation;
- Address the problem;
- Listen to all sides of the story;
- Try to establish the facts;
- Use consequences appropriately.

The Graduated Response

1. Teacher (or ALNCo) identifies that a pupil has behavioural difficulties that are deemed an additional learning need.
2. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the pupil with his/her parents and record strategies employed to enable the child to progress within a One Page Profile.

3. If progress is not adequate, the ALNCo may seek the advice and support from external agencies e.g. behaviour support.

Bullying

We take bullying very seriously at Nant-y-Parc and aim to manage any unkindness in the early stages before it becomes an issue. Throughout our curriculum we encourage pupils to think about their feelings and the impact of their actions with regard to others. If there are concerns raised with regards to bullying the Headteacher and Deputy Headteacher will be consulted, and the matter will be addressed immediately. The appropriate action will be taken to resolve the situation in an appropriate manner and in accordance with this policy and the schools Anti-Bullying Policy.

Moving around the School

When moving around the school, smart walking will be used to promote orderly behaviour. This means pupils will walk on the left-hand side and do so quietly. All staff will be responsible for promoting this approach. Staff, where appropriate, will also model/follow this rule.

The Role of the Class Teacher

Nant-y-Parc Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Nant-y-Parc Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all pupils, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the open-door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic, and professional manner, involving the Headteacher/Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Teachers will be responsible for tracking pupils receiving red cards and for implementing sanctions, including contacting parents to discuss their child's behavior. The class teacher will report to the Deputy Headteacher if there is to be a meeting held with parents for three or more red cards.

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that pupils move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Pupils should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behavior at lunchtime.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. 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.

Role of the Headteacher

It is the responsibility of the Headteacher 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 and 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. (Following LEA guidance).

In drawing up this Behaviour Policy the following were consulted – ~~Teaching and non-teaching staff, parents, pupils and the Governing Body.~~

It was approved by the Governing Body on _____

Signed:

Chair of Governors _____

Headteacher _____

Date to be reviewed: _____