



BRYNMENYN PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

School mission statement

To provide an environment where all pupils have **respect** for themselves and others, take **responsibility** for their learning, their actions and their wellbeing, and develop **resilience** and perseverance in everything they do so that they have the courage, confidence and passion to pursue their dreams, achieve their best and realise their potential.

Expectations of staff

The staff at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

As staff we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

At Brynmenyn Primary we are aware of the vital role that we play, in partnership with Parents and the Community as a whole, in promoting the spiritual, cultural, social, mental and physical development of children in our care. When their child enters our School, the Parents and Guardians of our pupils accept their responsibility for working with us to promote positive behaviour in all of our children. We are also aware that good behaviour and discipline are crucial factors in ensuring that effective learning takes place. This can only be achieved by maintaining an orderly environment, which is able to foster harmony and co-operation between the children and the staff working together to enhance the ethos of the School.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;

- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

School Values

1. Show RESPECT for myself, for others and school equipment and environment.
2. Take RESPONSIBILITY for myself, my learning and my behaviour.
3. Build RESILIENCE to keep trying even when things are difficult in order to achieve our best in our school community.

Rewards

The 'Rules, Rewards and Sanctions' approach aims to develop and support appropriate behaviours by means of the **regular and consistent use** of rewards. Positive behaviour will result in pupils receiving:

1. Dojo points / stickers awarded
2. Highest Dojo scorer – In Nursery to Year 6 the dojo monster is awarded to the pupil and Year 3 to Year 6 have a variety of reward systems.
3. Pupil of the week and Seren y Wythnos certificates awarded weekly
4. Examples of excellent behaviour shared with other members of staff including the SLT/HT
5. Every term each child to receive a positive message about behaviour on class dojo

Consequences

1. Two verbal reminders to confirm to expected behaviour. Staff will use the script;
 - 'I am asking you for the first time'
 - 'I am asking you for the second time, if I have to ask you one more time, you will receive a yellow card.'
2. (Year 1-6) Yellow card -The child is given 'thinking time' and a discussion.
3. If there are a further two verbal warnings an Orange card is issued.
4. Orange Card – lose one playtime for Progression Step 2 pupils (Years 1, 2, 3) and two in Progression Step 3 (Years 4, 5, 6) in a timeout space.
5. If there are a further two verbal warnings a Red Card is issued.
6. Red card – The child is deprived of 2 days playtime/lunchtime and representing the school in sporting activities / after school clubs. Progression Step 2 pupils lose 1 day. Individual pupils and circumstances will always be considered e.g. additional needs, severity of the incident. Parents are informed by text / Class Dojo. Some incidents might be better communicated through a phone call and so staff will speak to parents directly.

7. If examples of poor behaviour are continuous, parents will be asked to meet with the class teacher re: strategies for improvement. Alternatively this will be done via a phone call. For example, the use of a home/school behaviour diary.
8. If there is no improvement a meeting with the headteacher, parents, pupil and class teacher will be arranged.
9. Further sanctions may be applied and behaviour contracts put in place. The ALNCo or behaviour support team may also be involved at this point for advice/guidance (see appendices)
10. Every child has the chance to earn positive points back to return to Green. It's good to be green!

Each class teacher will log behaviours on 'My Concern' when an orange or red card is issued.

Additional Learning Needs (ALN)

All pupils are expected to adhere to the expected standards of behaviour within the school. However, we recognise that some pupils may need additional strategies and support put in place for them. These needs will be identified on an individual basis. All pupils have one-page profiles and any additional or specific support will be identified on these.

The Role of Teaching and Support Staff.

- It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and in all other areas of the school. It is the responsibility of all staff to ensure that all pupils behave in the appropriate manner regardless of where they are or which class they belong to.
- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher / LSO keeps a record of all such incidents, logged on My Concern. The sanctions listed previously will be applied, consistently.
- When appropriate the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Service.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with agreed sanctions hierarchy.

The Playground

We wish to train the children to:-

- Respect their surroundings, equipment and other people.
- Be safe and to play sensibly in the playground and not play any 'rough' games that might lead to injury.

Sanctions would involve (social steps)

- Yellow card (1st warning)
- Orange card (2nd warning)
- Red card (Lunchtime supervisors to discuss with class teacher. Loss of lunch and playtimes- parents informed)

Another strategy that is used is the Yard Card. These are used for pupils who have difficulties at break and lunchtimes and can be used as a record of behaviours in order for us to support them. They can also be used for pupils to indicate if they recognise themselves that they need some "time out" in a quiet space.

Routines for break/lunch

At the end of break a whistle is blown. This is the signal to the children to stand still then when the whistle is blown to proceed to their lines in an orderly fashion. Class teachers will meet their class immediately and will lead their pupils in to the classroom.

During wet playtimes and lunchtimes, the children are allowed to play with a variety of provided games and activities. Pupils will stay in their classrooms, lunchtime supervisors and teaching staff will monitor and supervise classrooms.

Further action

Whilst for many children these sanctions in themselves are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term or permanent exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Headteacher when all other options have been exhausted.

When children have received a fixed term exclusions and/or are causing considerable concern a Pastoral Support Plan will be drawn up. This is compiled after seeking advice through a multidisciplinary meeting.

When a child is exhibiting aggressive behaviours which endanger the safety of others, we may need to restrain that child for his/her own safety and that of others. In these instances we use positive handling techniques as suggested by the county's behaviour support team. All members of staff are trained in Positive Handling. It is strongly emphasised that positive handling is undertaken very much as a 'last resort', when all other strategies outlined in this policy have been pursued. All staff at Brynmenyn Primary school have been trained in positive handling techniques following the Team Teach programme. Refresher training takes place in line with the requirements of Team Teach and newly appointed staff are trained as soon as possible.

Use of Reasonable Force to Restrain Pupils

Positive Handling

All staff at Brynmenyn Primary School are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff may intervene physically to restrain children to prevent injury to a child or staff member, or if a child is at risk or in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children. All teaching and support staff are Team Teach trained.

The 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 will monitor and review all reported serious incidents of misbehavior recorded on MyConcern and will keep records of any that may result in exclusion.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions require notification to the Governors of the school.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and follow the school's complaints procedure.

The Role of Governors

The governing body has the responsibility of setting down these 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 behavior and discipline policy, but governors may discuss with the Headteacher particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behavior.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Guidance on exclusions can be found in Welsh Government Circular 001/2004.

Review

The Governing Body review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Notes detailing behaviour exhibited by the children will be recorded on My Concern.

Headteacher _____

Date: September 2022

Chair of Governors _____

Date: September 2022

Date of draft review: October 2022

Appendices 1 – Behaviour Contract

My Behaviour Contract Example

Name:

Date:

My goals:

1. I need to speak in a nice and friendly way to other children and teachers.
2. I need to complete all of my work.
3. I need to use kind hands, feet and words to other children and teachers.
4. I need to go to the Calming Cwtch when I begin to feel angry.

Consequences if I do not meet my goals:

- I will miss 1 play time if I get an orange
- I will miss 2 playtimes if I get a red
- A message will be sent to my mum
- I will work outside the office if I do not work in class.

Review date:

Signed – teacher –

Signed – pupil –




Signed – Headteacher –

Appendices 2 – Behaviour Pupil Reflection Chart

Behaviours to be monitored: <ol style="list-style-type: none"> 1. Speak in a nice, friendly and kind way. 2. Complete all my work. 3. Kind hands, kind feet, kind words 4. Use the <i>Calming Cwtch</i> when I am feeling angry 		Reflection: honestly colour your session with: Green – all targets met Orange – a little wobble, try harder Red – no targets met - consequences			
Time:	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
Lesson 1					
Break time					
Lesson 2					
Lunchtime					
Lesson 3					
Total:					
Pupils comments: Reflections Ways to improvement					

Appendices 3 – Behaviour Education Plan

My Behaviour Plan

Things I find difficult	My Targets 	What do I need to do?	Who's going to help me and when? 	My Progress	How did I get on? Review date: 
<p>I need to speak in a nice and friendly way to other children and staff.</p> <p>I need to complete all of my work.</p> <p>I need to use kind hands, kind feet and kind words.</p> <p>I need to go to the Calming Cwtch when I'm angry.</p>	<p>I need to speak to others in a calm, quiet, positive voice respectfully</p> <p>I need to complete my work in class and participate in lessons. I need to stay on task until my work is complete</p> <p>I need to keep my hands and feet to myself at all times, even if I am angry. I need to speak nicely to others and not use unkind words or names.</p> <p>I need to go to the Calming Cwtch when I begin to feel angry.</p>	<p>Stop, think and count to ten if I feel angry before speaking Remember not to use negative or rude language To listen to instructions given and complete my work. Stop, think and count to 10. Remove myself from the situation that is making me angry. Remember not to hurt anyone. Leave my seat in a calm, quiet manner to go to my calm down area.</p>	<p>Class based staff</p> <p>Mrs Russell, Miss Jones - when I need to work outside the office or discuss incidents that have happened.</p>	<p>I will check in with my teachers at the end of a session to see if my session has ended on a green, orange or red.</p> <p>Green - will mean I have completed my targets successfully</p> <p>Orange will mean I didn't complete 2 of my targets successfully</p> <p>Red will mean I did not complete any of my targets.</p> <p>I will check in with Mrs Russell and Miss Jones at the end of each week.</p>	

Pupil:

BEP number:

Date:

IEP agreed by: Teacher:
Headteacher: *Miss Jones*

Pupil:

Parent/Carer: