Behaviour Management Policy

April 2023



Ysgol Gynradd

Garnteg

Primary School

The school offers a wide variety of highly stimulating learning opportunities for all pupils, both within school and outside of school hours - Estyn 2019

Behaviour Management Policy

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour and wellbeing, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with inappropriate behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of ALN and social and emotional needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Discussing behaviour with parents and carers with meetings in school

Parents and carers

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural concerns. Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following any inappropriate behaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school when reasonable consequences for inappropriate behaviour have been used

Pupils will be reminded of the expectations in regard to the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Good Classroom management is essential.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- **Develop a positive relationship with pupils, which includes:**
  Greeting pupils in the morning/at the start of lessons
  Establishing clear routines
  Communicating expectations of behaviour in ways other than verbally
  Highlighting and promoting good behaviour
  Concluding the day positively and starting the next day afresh
  Having a plan for dealing with low-level disruption
  Using positive reinforcement, including use of Class Dojo points
  Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately

<u>Values and Beliefs</u>

At Garnteg we value each person as a unique individual. It is our aim that everybody reaches their true potential and therefore have very high expectations of behaviour.

We believe that people respond and thrive best when they are praised a lot. We also believe that adults should model the behaviour they wish their pupils to aspire to. In other words, all adults will lead by example. Behaviour management should also be age appropriate. Everyone needs to be consistent in managing behaviour in accordance with this policy. This also promotes pupil well-being and helps to build self-esteem and an 'I can' attitude amongst all our children.

We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender. We aim to be actively involved in the learning of our children. We aim to develop self-discipline and the ability to self-regulate the choices and decisions our

children make. Through the Four Purposes, we aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

Rights and Responsibilities

In our school we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the proper support and adjustments, we expect all pupils to be able to meet our behavioural expectations.

Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are really clear on what's expected from them.

We promote 4 rights to support everyone to be the best we can be as we 'Live, Learn, Succeed Together':

- Everyone has the right to feel safe
- Everyone has the right to respect and dignity
- Everyone has the right to learn
- Every adult has the right to do their job.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read the school's Safeguarding Policy 2022-23.

Rewards

Our emphasis is on rewards to **reinforce good behaviour**. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and in turn encourages further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

Rewards to reinforce good work/learning, behaviour and attitude we use:-

• Praise – verbal, written, sticker, friendly word or gesture, referral to another adult and certificate.
• Class dojos awarded by all staff – including around the school.
• Weekly certificate given out during Seren Yr Wythnos assembly - commending children for hard work, good manners, sporting achievements, improved behaviour etc
• Letter/notes sent home to parents celebrating good behaviour/work.
• Children sent to head teacher and SLT to show their work.
• Pupil's work displayed throughout the school.

Sanctions See Appendix A

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

It is important that the sanction is not out of proportion to the offence. Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. Additional specialist help and advice may

be sorted from external agencies for example, the School Nurse, Educational Welfare Officer, School Psychologist, Social Services etc.

Guidance for Classroom Staff including lunchtimes

Incidents within the classroom should assertively be dealt with by the class teacher. This may involve the children working in isolation, sanctions at play or lunchtimes or monitoring persistent inappropriate behaviour using a behaviour book and meeting face to face with parents. If these strategies prove unsuccessful, the following hierarchy must be adhered to:

1. **Involvement of SLT (sanction applied).**
2. **Letter sent to parents by Deputy Headteacher.**
3. **Headteacher involvement (sanctions applied).**

If a serious situation occurs, all steps will be bypassed and the Head teacher will immediately be involved. In extreme circumstances (for example, the use of inappropriate language towards members of staff or other children and the striking of a member of staff) it is possible for the Head teacher to exclude a child for a specified number of days or permanently with the permission of the governing body.

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – sanction room cards, headteachers records, pupil behaviour and wellbeing logs, home/school link cards/books.
- The Headteacher keeps a record of any pupils who are excluded for a fixed term or permanently. The SLT monitors the rates of exclusion.
- It is the responsibility the Governing Body to monitor the rate of fixed and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews 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.

EQUAL OPPORTUNITIES

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Date of competition: 24.04.23

Review date: 18.05.26

Signed (Head teacher): S. Roche

Signed (Governing Body): A Skyrme

Appendix A

Garnteg Primary School Positive Behaviour

Whole School Rules

1. **Walk quietly around the school at all times**
2. **Keep hands, feet, objects and unkind words to ourselves.**
3. **Follow instructions first time**
4. **Listen to the chosen speaker**
5. **Respect everyone in our school community.**

Sanctions(consequences)

- **Proximity look then Verbal Warning.**
- **10 minutes working away from the group (in class).**
- **Sanction by classteacher which includes speaking to parents**
- **Involvement of SLT (sanction applied).**
- **Letter sent to parents by Deputy Headteacher.**
- **Headteacher involvement (sanctions applied).**

Severe Sanctions

- **Inappropriate language at any member of staff or pupils.**
- **Physical or aggressive behaviour.**



Ysgol Gynradd

Garnteg

Primary School

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