Waunfawr Primary School

Positive Behaviour Policy

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Head Teacher' Signature and Date:

Chair of Governor's Signature and Date:

This Behaviour Policy has been approved by the Staff and Governors of Waunfawr Primary School and will be reviewed annually. The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in promoting learning.

It ensures the safety of the children 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 children 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 5 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.

We believe children 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 5 Step behaviour plan and to know that their actions have consequences for others and themselves.

By following the 5 Step behaviour programme we aim to:

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

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. Children 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 children 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 children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers/ specialist knowledge of individual children will enable them to make

appropriate allowances when necessary.

Rewards

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

Stickers, class dojo points and postcards home are used at the teacher's discretion. Children are also sent to other adults in the school to receive recognition of good work. Each Friday, a celebration assembly is held and pupils from each class are presented with a certificate for good work / behaviour from the class teacher.

Stages of Reward

1. Verbal Praise
2. Stickers / Dojo points
3. Another teacher reward
4. Golden time (To be given out at the discretion of the class teacher)
5. Sent to Headteacher for award
6. Message to parents - just to let you know! Via dojo/mail/phone

Whole School Rules

School rules create expectations and provide boundaries for children. Rules need to be clear, concise and in language that all children understand. Our school rules at Waunfawr Primary are:

1. Ready
2. Respectful
3. Safe

Our rules are consistent throughout school. These are displayed within classrooms and within the school environment.

Behaviour Manaqement Team

For any programme to be implemented successfully there needs to be a Behaviour Management Team who are responsible for the leading and monitoring of the system at Waunfawr. The team consists of:

Headteacher- Mrs. M Armishaw
Deputy Headteacher – Miss H Evans
ALNCo – Miss H Shepherd
Health and Wellbeing Lead – Miss L Tomkinson
Foundation Phase Representative – Michaela Davies
Teaching Assistant Representatives – Amanda Pearson
Parent Governor Representative – Amy East

Parental Involvement

At Waunfawr Primary, we recognise that when a child displays inappropriate behaviour in school, parents and guardians play a key role in helping teachers to secure change in the child's behaviour. Therefore, parents and guardians must be kept up to date on any significant change in behaviour via telephone, a meeting on school site and/or ClassDojo.

We explain the school's behaviour policy in the School Prospectus and Home School Agreement, and we expect parents to read these and support them. We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/ guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to place a child on the Respect Programme, parents should support the actions of the school. If parents have concerns about how their child has been treated, they should first contact the class teacher. The Headteacher 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.

Consequences of Unacceptable Behaviour / Sanctions

If a child displays any unacceptable or low-level behaviour then all staff will be consistent in following the behaviour plan.

The 5 Step Behaviour Plan.

The 5 Step Behaviour Programme (5SBP) is used at Waunfawr Primary School to achieve effective behaviour management through a simple step-by-step approach. The programme promotes inclusion and identifies ways that this can be done giving particular attention

throughout the programme to incorporate the requirements of children with special educational needs and to ensure that the programme meets the requirements in the Code of Practice.

The 5SBP includes the 'Respect Programme' (Step 5) to help individual pupils recognise and manage their behaviour. It focuses upon children reflecting on their behaviour and identifying the correct way forward. It also looks at the school environment and shows schools how a positive learning culture can influence how children behave in school.

The 5SBP is adapted according to the age and the needs of individual children.

Reception

The 5 steps of the programme are:

STEP 1: Reminder

STEP 2: Warning

STEP 3: Time Out (Thinking Time)

STEP 4: Referral to Behaviour team

STEP 5: Phone call home to parent / Guardian

Year 1 - Year 6

The 5-Steps of the programme are:

STEP 1: Reminder

STEP 2: Warning

STEP 3: Time out

STEP 4: Move to script for child not following direction

STEP 5: Referral to behaviour team for Respect programme

Respect Programme

If a child displays unwanted behaviour for the fifth time or displays 'fast track behaviour' then the child is informed that he/ she could be placed on the Respect Programme following a referral to the Behaviour team. Parents are informed of the behaviour and referral.

Dialogue/ Scripts

Using key scripts when dealing with unwanted behaviour can prevent emotions from escalating and allow staff to deal with situations in a calm, assertive and fair way. Scripts also create a familiar base which a child can understand. If a child is engaging in unwanted behaviour staff should follow the script below.

★ **Script for directing children displaying unwanted**

Step	Colour Card	Action
STEP 1	Yellow reminder car	Reminder Children will be shown a 'yellow reminder card'. This is to remind children of acceptable behaviour.
STEP 2	Orange Warning card	Warning If a child continues to display unacceptable behaviour then they will be shown an Orange Warning card'. This is to remind children of acceptable behaviour.
STEP 3	Red Time Out Card	Time Out If a child displays unacceptable behaviour for the third time they will be shown the 'Time Out' card. They will then be asked to "Go to the time out area and think about your behaviour, thank you".
Step 4	See Script below for child not following direction	If the child follows direction praise them for doing so. If a child continues to display unacceptable behaviour use script below.
Step 5	Having followed script below	If the child does not follow direction refer to the Behaviour team.

Child Not Following Direction

The script below should be used if a child refuses to follow the directions above, for example will not go to the designated time out area. After each time of asking the adult must walk away from the child to allow them enough time and space to think about making the right choice.

★ **Asking a child to follow direction when they are calm**

Verbal Script	Subsequent action

'I'm asking you for the first time to	Walk away from the child and return within 1 to 2 minutes.
'I'm asking you for the second time to ... Remember if you do not follow my direction when I ask you the third time you could be fast-tracked onto the Respect Programme.	Walk away from the child and return within 1 to 2 minutes.
'I'm asking you for the third time to...	If the child follows direction praise them for doing so. If the child does not follow directions refer to the Behaviour team.

★ **Asking a child to follow direction when they are NOT calm**

Verbal Script	Subsequent action
I'm going to give you 5 minutes to calm down and think about making the right choice, then I'm going to ask you to follow my direction. Remember if you don't follow my direction when I ask you for the third time you could be fast-tracked onto the Respect Programme.	Walk away from the child and return within 5 to 10 minutes.
I'm asking you for the first time to	Walk away from the child and return within 1 to 2 minutes.
I'm asking you for the second time to ... Remember if you do not follow my direction when I ask you for the third time you could be fast-tracked onto the Respect Programme.	Walk away from the child and return within 1 to 2 minutes.
I'm asking you for the third time to...	If the child follows direction praise them for doing so. If the child does not follow direction consult a member of the BMT.
If the child follows direction praise them for doing so.	
If the child does not follow direction consult a member of the BMT.	

Fast Track Behaviour

If a child's behaviour is deemed threatening or abusive then it is the decision of the Behaviour Team whether they are fast tracked onto the 'Respect Programme'. The following are some examples of what we would regard as fast track behaviour.

Threatening or abusive language towards other children 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.

When staff are dealing with a fast track behaviour, it is important for them to not over-react. They should

- Avoid confrontation
- Address the problem
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- De-escalate the situation
- Listen to all sides of the story
- Try to establish the facts
- Act only when certain
- Use sanctions sparingly and appropriately

The Respect programme will start immediately following an incident of fast track behaviour or if a child has reached step 5 on the behaviour programme. The child will attend the programme for a minimum of five lunch-times and will not participate in non-curriculum activities, take part in after school clubs or represent the school in sport/drama/extra curricular events until the programme is completed.

If they display inappropriate behaviour when on the programme they may be given additional sessions to complete or additional actions taken by the Behaviour team. It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

Continuation of behaviour

A constant offender is a person who has been on the Respect programme and has made no attempt to rectify their behaviour over a period of 15 days. At this point:

1. Child's behaviour to be discussed with Behaviour team.
2. Headteacher and class teacher meets with parents.
3. Behaviour monitored through home/school book
4. Behaviour plan put in place

The decision to exclude a pupil is not taken lightly and will only be taken when:

- There has been a serious breach of the school's behaviour policy and;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Links to the exclusion policy are listed below.

Additional Learning Needs and the graduated response to behaviour

Where a child has been identified as having additional learning needs and has an IDP or OPP the Behavioural team will seek additional advice from the ALNCO and/or external agencies. Any strategies put in place will be recorded within the child's IDP/OPP.

Bullying

All staff should be aware that bullying takes place, and we do not countenance it. Bullying can be defined as the willful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- Bullying is completely unacceptable
- If you are being bullied tell someone
- If you witness bullying tell someone
- People who help stop bullying will be given full support
- Every reported incident will be investigated
- Victims will be given full support
- Bullies will be given guidance to modify their behaviour

The Role of the Class Teacher

Waunfawr Primary school is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

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

Teachers contribute to the positive, welcoming atmosphere 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 in an atmosphere of trust and mutual respect. It is the class teacher's responsibility to ensure that the school rules are enforced in their class and that their class behaves responsibly during lesson.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Lunchtime Supervisors are in close communication with the class teachers and report incidents of behavior at lunchtime using 'Red/Green' postcards.

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 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. The Headteacher is also responsible for ensuring 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 misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (Following LA guidance)

Links to other policies

This policy links to the following school policies:

1. Home School Agreement
2. Exclusion policy
3. School prospectus
4. Safeguarding policy
5. Attendance policy
6. Complaints policy
7. Vexatious complaints policy

Implementation, Monitoring and Evaluation of the Behaviour Policy

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Governing Body. It is achieved through:

- Discussion with staff on behaviour both formally (Staff Meetings) and informally.
- Regular observation of classrooms and playgrounds.
- Monitoring of any recorded incidents.
- The annual review of standards when considering priorities for the School Development Plan.

It was approved by the Governing Body on:

Siqned:

Chair of Governors

Headteacher

Date to be reviewed: