



Behaviour Policy

Aims, Ethos and Values

Maesybryn Primary School is organised so that children and staff are happy, confident and at ease. We believe a healthy balance between punishments and rewards exists. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within the ethos of hard work, care, commitment and responsibility.

Aims

1. To value and appreciate one another, irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play in our school community.
2. To develop self-discipline, the ability to learn independently and work co-operatively.
3. To listen with respect to one another and be conscious never to damage another's self-esteem.
4. To foster a caring attitude for the school environment, including the building inside and outside areas, equipment and personal effects.
5. That all those who work in or visit our school will exhibit behaviour in keeping with those aims and our ethos.

Values

1. Telling the truth.
2. Keeping promises.
3. Respecting the rights and property of others.
4. Acting considerately towards others.
5. Helping those less fortunate and weaker than ourselves.
6. Taking personal responsibility for one's actions.
7. Self-discipline.

At Maesybryn School, we reject:

1. Bullying.
2. Cheating.
3. Deceit.
4. Cruelty.
5. Irresponsibility.
6. Dishonesty.

When we are talking about behaviour in Maesybryn Primary School, we are talking about everyone's behaviour:

Pupils, Teachers, Other Staff, Governors, Parents, Visitors

Rules which everyone at Maesybryn Primary School are expected to follow:

1. This is a no smoking school – smoking on school premises by anyone is forbidden. Equally, alcohol cannot be consumed on the premises during the normal school day or when staff are responsible for children. Anyone who appears to have been drinking will be sent home and disciplined.
2. Everyone at Maesybryn Primary School treats one another with respect.
3. Everyone will treat each other's belongings with respect.
4. Everyone will treat the buildings and equipment of the school with respect. Litter will be disposed of appropriately.
5. Staff and pupils should be punctual.

In addition to the rules relating to anybody who works or visits Maesybryn Primary School, the following **three rules apply specifically to pupils**:

1. No pupil may leave the school grounds during the school day without permission. This is a serious issue and may result in suspension on the first occasion and will definitely result in a three day exclusion on the second.
2. Pupils will behave with courtesy and obedience to legitimate rules and requests.
3. No pupil will use foul and abusive language to a member of staff, another pupil or a visitor.

We agree as staff at Maesybryn Primary School, that in some circumstances, negotiation and planning of rules with pupils means that these pupils are more likely to take ownership of them and subsequently to obey them.

Encouraging appropriate behaviour – Rewards

The staff at Maesybryn Primary School believes in the value of praising good behaviour and that rewarding children for appropriate behaviour is as important as praise and reward for academic effort and success. The school follows the Assertive Discipline Project.

We recognise the value of the frequent acknowledgement of appropriate behaviour and the showing of appreciation that may be expressed through smiles, nods and verbal acknowledgement. We pay particular attention to written comments on work and the use of stickers and badges to reinforce personal acknowledgement for positive effort. A house point system exists and a weekly "Good News" Assembly takes place.

The use of rewards for appropriate behaviour in classrooms is left to the discretion of the individual teachers who again may have negotiated reward systems with the pupils. Rewards given may include:

- approving looks, winks, nods and smiles,
- private praise,
- public praise – in class and whole school assemblies,
- stars, stickers, certificates, notes,

- informing parents,
- displays.

We accept that the periods outside of the classroom are potentially the more problematic times of the school day and a Lunchtime School Reward system is in place to address this.

Discouraging the Behaviour we do not want.

We believe that we should always try to give a child an opportunity to make amends for a problem that he/she may have caused. A child should not be chastised for an incident that has been resolved or by another member of staff who was not directly involved (except for the Headteacher or his Deputy)

Very often, children are upset when they realise how their behaviour, action or lack of discipline has affected someone. The opportunity to make reparations can go a long way towards stimulating the motivation for change, because the child can feel effective and therefore, powerful.

We believe that it is essential, therefore, that children understand that:

“... all actions have consequences.”

The ingredients of the reparation process are:

- understanding what went wrong and why,
- feeling sorry,
- problem solving to put it right,
- acting effectively,
- learning for the future.

Sanctions

We agree with the Elton Report when it stated THAT:

“Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed... this does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions.”

Whenever possible, we encourage sanctions which match the offence. In calm discussion with pupils we:

- check the child understands what he/she is in trouble for **by asking**,
- establish he/she knows that the behaviour was unacceptable,
- explore the effects that the behaviour has on others,
- examine strategies for avoiding the same situation in the future,
- encourage children to think of or offer some alternative strategies.

Whilst individual teachers will have their own classroom rules, a common policy for strategies involving minor infringements of classroom discipline has been agreed upon. (However, it must be remembered that for some pupils with more serious behaviour difficulties, alternative strategies are employed).

Strategies for minor infringements within classrooms.

- Initially, a member of staff may ignore a minor infringement.
- **If this is ignored**, a non-verbal signal may be given, such as a shake of the head, raising of an eyebrow or a stare.
- **If this is ignored**, a private verbal rebuke may be given and a first warning issued.
- **If this is ignored**, a public verbal rebuke may be given and a second warning issued.
- **If this is ignored**, the child's name will be recorded – either on the board or on paper and a third warning issued.

If this meets with success, the child's name will be circled and a 5 minute loss of time during the next break will be recorded.

- If this is unsuccessful, the child will be removed to isolation within the classroom and an entire break time will be lost.
- If this is unsuccessful, the child may be removed to an alternative supervised area. This constitutes a move to the room of a fellow teacher and not placed outside of a room, unsupervised. The matter will then be discussed between the teachers. The incident will be viewed as serious and discussed with the Head Teacher.

If movement to another room is unsuccessful, or the pupil refuses to comply with the request, the class teacher will send for the Head Teacher to remove the child.

Serious misbehaviours will automatically involve the child's parents being contacted and discussion of the incident being undertaken with all parties. This may then involve the use of a behaviour contract (appendix), home book and possible SENCO involvement.

Any child who refuses to work or who leaves the classroom without consent will be "timed" until they decide to continue working or return to the classroom. The time wasted will be made up during break and/or lunchtime. The child's parents will be notified of this immediately.

Intentions or outcomes

Society often punishes according to the severity of the outcome, rather than by the consideration of the intention. Notions of fairness and justice are always considered when sanctions are taken.

Serious misbehaviours/exclusions

Serious misbehaviour such as the use of foul and abusive language directed at a member of staff or pupil, or indeed physical assault on a member of staff or fellow pupil resulting in an injury or activities endangering the safety of others, will result in a suspension of a pupil from the school, following discussion with the Head Teacher and parents. This action is only taken as a last resort and where the main benefit is to other pupils and teachers who remain in the school. (See procedures for exclusions LEA and Governors).

Areas and times requiring particular attention

Whilst every class teacher will establish with their own class their own particular sets of rules and rewards, it is recognised that at lunchtime, a specific reward system is required. Incident sheets are kept by lunchtime supervisors and pupils are rewarded for good behaviour through the use of stickers or comments to the class teacher

End of week certificates

These are awarded in the celebration assembly and are signed by the Head Teacher. They can be taken home and/or recorded in each child's record of achievement.

Friday Celebration Assembly – Seren Yr Wythnos

This assembly commences at 3:00 p.m. During the assembly, the Head Teacher will ask teachers to comment on the behaviour of their class and to mention any child who deserves particular attention. The named pupils from each class who have performed particularly well are called out in front of the school to receive a certificate.

Lunch Break

Children are expected to deport themselves appropriately during canteen time. The Head Teacher or Deputy Head Teacher will always be on duty at lunchtime.

Dinner Supervisors are present in the canteen and on the yard. Children are expected to behave appropriately during the lunch break.

Failure to follow rules, instructions and warnings will result in the child's name being recorded on the incident sheets. The Head Teacher will discuss the lunch hour with the supervisors at the end of every lunch period. The Head Teacher will see children whose behaviour is of particular concern.

Children whose behaviour is of particular concern during the lunch hour will spend lunchtime under direct supervision of the Head Teacher or the Deputy Head Teacher. This will occur when a child's name has been recorded on the Incident Sheets for a serious misdemeanour on two or more occasions during a week.

Continued misbehaviour may result in a child being sent home for lunch for a fixed period of time. This will only be done in the case of children whose behaviour is of a danger to themselves or others and those who continually defy requests of supervisors. This will only occur as a last resort and after consultation with parents.

Any child who aims abusive language at dinner supervisors will be instantly suspended from lunch for a fixed period of time at the discretion of the Head Teacher.

Wet Lunchtimes

During wet lunchtimes, pupils will remain in their classrooms under the supervision of the lunchtime supervisors until it is their turn to go to the canteen. All classes will return to their classrooms where activities will be available.

Pupils failing to comply with acceptable standards of behaviour will be warned before their names are entered on the Incident Sheet which will be passed on to the Head Teacher at the end of the lunch period.

Assembly (see also Collective Worship Policy and Procedures)

Assemblies are held Monday-Thursday at 10:15 am and 10.45am in the hall. The purpose of the assembly is to meet as a family in an act of collective worship as well as to pass on administrative information and to celebrate success.

It is essential that the assemblies are conducted in an orderly fashion and that children enter the hall quietly and sensibly. Once seated, the children will sit in silence until the assembly commences.

Failure to comply with the rules will result in a warning being publicly issued to a child and the loss of break time.

Supervision at the end of the day

All teachers should ensure that their class leaves the school in an orderly and quiet manner and that all cloakrooms are vacated quickly. All children in Foundation Phase must be handed to a responsible adult.

Movement around the school

Children should move around the school in a quiet, safe and orderly manner. Movement of classes from one area of the school to another will be under the direction of a teacher who will accompany them at all times.

Teachers should at the end of a session, encourage pupils to move promptly from the classroom to their respective playground.

Children, we hope, will learn to appreciate that sensible supervision of movement around the school is necessary to prevent accidents. Our aim is to encourage self-discipline through understanding of the dangers inherent in our school building and grounds.

Children will be encouraged to **keep left** when moving around the buildings and on steps and walkways around the school site.

Toilet arrangements

On entry to school in the morning at 8:45 a.m., children will be permitted to visit the toilet. Children are encouraged to use the toilet at breaktimes. However, we recognise that if a child needs the toilet, this affects their learning and should be allowed to use the toilet during lesson times at a convenient time, as long as this does not become a habit. Younger children in Foundation Phase will need to use the toilet more regularly and should be prompted by support staff and teachers.

Placement of pupils outside classrooms

On no occasion should a child be placed outside a classroom. Children should be **taken** to another class or the Head teacher.

Sending pupils on messages

Unless pupils are required to contact staff to assist with a disciplinary matter, staff should only send pupils on messages in the 10 minutes prior to break, lunch and the end of the afternoon session.

Sending pupils to look for lost property during lesson time is not acceptable. Pupils should not be used to deliver or retrieve materials from staff cars unless accompanied by a member of staff.

It is essential that teachers and pupils suffer as few interruptions to lessons as possible.

Policy on inclusion of disruptive pupils

Where individual pupils have incurred frequent breaches of discipline and which may, for example, have resulted in exclusion from lunch, staff may feel that to include such children on "out of school visits" could constitute a threat to the safety of others. In such cases, the parent(s) of such children will be invited, at their own cost, to accompany their child on a particular visit. If a parent refuses to accept the invitation, then that child will not be included on that particular visit.

Parental involvement

The school has strong links with parents. This is a help in fostering mutual trust between parent/Head Teacher and parent/teacher, which will be beneficial, if their support is required on a matter of concern.

Parents are offered a range of formal and informal opportunities to visit school and become involved in its work.

Areas of concern

Persistent misbehaviour and indiscipline cannot be ignored and regardless of how positive a school is, difficulties will never be totally eliminated.

Steps will be taken to deal with bullying, stealing, disobedience, vandalism etc.

Teachers should consider the negative aspects of whole group punishment and should attempt to strike a healthy balance between sanctions and rewards. Whole class punishments rarely serve any purpose except to punish those who are innocent. This form of punishment should be used in exceptional circumstances and in consultation with the Headteacher or his Deputy. Criticising the behaviour is preferable to criticising the child. On no account should a child be ridiculed or verbally abused by any member of staff.

SEN pupils with behavioural and/or emotional difficulties need to be assessed and their needs met within the school situation where possible. In extreme cases, the school SENCO will seek the support of outside agencies.

Adults as models

All staff at Maesybryn Primary School offer a model of excellence through their own behaviour.

They strive to:

- be practical,
- be positive,
- be prepared,
- be honest.

They are aware of:

- different learning styles,
- their own inconsistencies,
- friendship groups.

They try to:

- check perception and understanding,
- use encouragement,
- listen to children,
- be consistent.

Suspensions and Exclusions

A suspension or exclusion from school will occur very rarely and will be used only where a very serious breach of discipline has taken place or where the school has exhausted all other efforts to address a child's behaviour difficulty.

Where a suspension or exclusion is deemed necessary, the Head Teacher will immediately inform the parent of the child. This will normally occur following a meeting or discussion with the parent.

Within 24 hours, the Head Teacher will have sent copies of the exclusion form to the parents of the child and to the local authority, outlining the length of the suspension/exclusion. The parents have the right to appeal against the suspension/exclusion. A copy will also be sent to the Chairman of the Governing Body.

When a child returns to school, it is expected that the child's parents will accompany him/her on that particular day.

Self esteem

Maesybryn Primary School feels that **all young people should be celebrated.**

The school subscribes to the theory that if children are treated well, it will get the best from them.

It is felt that the School's Reward System goes some way to ensuring that a positive approach to discipline is adopted and that all children have the opportunity to have their efforts rewarded.

All class teachers pay particular attention to the efforts of their children – be it their work or their behaviour.

It is felt that via the class teacher, the reward system, public recognition of achievement and involvement of parents, that the self esteem of all children is developed.

The use of the personal, social and health education scheme at Key Stage 2 and PSWCD in Foundation Phase are felt to be of great value in the fostering of self-esteem.

Self discipline

The school accepts that today's pupils, parents and society in general will not automatically confer respect for the teacher's position.

The school believes in the value of working in co-operation by sharing responsibility with **all** members of the community. This is based on the principle of social equality, with a mutual respect for members within the community.

The school believes in:

- fostering openness within the classroom,
- the importance of good teacher-pupil relationships
- the importance of pupils' self esteem.

Children have to have opportunities to make and implement decisions and take responsibility for the consequence of these decisions.

Inset needs

It is recognised that the staff and Governors at Maesybryn Primary School place a great deal of importance on the management of pupil behaviour.

The Governors and staff are aware for the need for continual development of teaching skills, support and resources.

The school recognises the need to identify short and long-term training needs for all staff, including non-teaching staff.

Bullying

Please see Anti-Bullying Policy.

Use of physical restraint

The use of physical restraint should only occur in extreme circumstances and only in accordance with the Physical Intervention Policy and the principles of Team Teach. The use of so-called "Time Out Rooms" is not allowed in this school and alternative provision is made for pupils with behavioural problems, especially in our CDC specialist provision.

Complaints

Please see Complaint Procedure Policy.

Review and evaluation

Any policy worth writing is worth evaluating and reviewing and this is an essential part of the continuing development of school experience and expertise. The policy will be evaluated every three years unless important changes are needed due to new procedures identified by staff or new legislation comes into force.