**PONTYBRENIN PRIMARY**

**SCHOOL**

**BEHAVIOUR EDUCATION POLICY**



***Ysgol Gynradd Pontybrenin***

**PONTYBRENIN PRIMARY SCHOOL**

**BEHAVIOUR EDUCATION POLICY**

This policy reflects the values and philosophy of Pontybrenin Primary School in relation to the Pupil Voice. As a Rights Respecting School, we are committed to promoting the values and principles of the UNCRC. This policy enables pupils to enjoy:

* Article 2: All children have rights.
* Article 29: The right to become the best that you can be.

**INTRODUCTION**

Positive Behaviour within the school is essential to allow effective learning and teaching to take place. To enable our pupils to learn effectively, we need to create a calm and purposeful atmosphere where mutual respect and trust prevail. Whilst we readily accept that other factors such as a pupils' home circumstance, ALN and peer pressure may affect a child's behaviour, there is no doubt that the school plays a major role in influencing a child's behaviour and attitudes to learning. The manner in which our pupils conduct themselves in and around the school is a reflection of the ethos and values of our school and often the first impression that visitors may have of us.

**AIMS**

**At Pontybrenin Primary School we aim:**

* To promote good, positive relationships so that pupil, staff, parents and governors can work together effectively to support our school's community
* To provide our pupils with a safe, secure, happy and inclusive learning environment where the individual needs of pupils are recognised
* To ensure that our pupils develop self discipline and become positive, responsible members of the school's community
* To adopt a collective, consistent approach to maintaining high standards of pupil behaviour
* To emphasis positive behaviour through praise, encouragement and rewards
* To have clear, firm guidelines for dealing with inappropriate behaviour (Appendix 1)
* To ensure that we communicate our expectations clearly to our pupils and parents through our school charters, which include classroom and playground charters, and reward systems e.g. Dojo Points, house points and Seren yr wythnos.

**The Role of the Class Teacher**

Every class teacher shares the corporate responsibility for the well being and good behaviour of pupils within their classroom. It is the responsibility of the class teacher to ensure that:

* Each child is treated with respect and understanding
* Expectations of good standards of behaviour are conveyed and reinforced through praise and positive comments
* Inappropriate behaviour is dealt with in accordance with the school's procedures (Appendix 1)
* Reward systems are consistently and fairly applied
* Pupils are adequately supervised at all times, including travelling to PE and Assemblies
* Children follow a reward based system that recognises positive behaviour and effort in school. This is a reflection of how ‘Teacher’s Choice’ they receive on a Friday at the end of the week.
* When needed the classteacher will speak to the appropriate parent about the child’s behaviour.

**The role of the Headteacher**

The Headteacher will ensure that:

* The school's Behaviour Education Policy and other related documentation is communicated to all staff, parents and governors
* Ensure the policy is implemented consistently throughout the school and will report to Governors on the effectiveness of the policy
* The Headteacher will ensure the health, safety and welfare of all pupil, staff and visitors to the school
* The Headteacher may exclude a pupil if this is considered necessary. Where such action is undertaken then the LEA procedures will be followed and the Discipline Committee of the Governing Body will be involved at the appropriate stage

**Role of the Governors**

The Governing Body has the responsibility of seeing that there is a policy governing discipline and behaviour and they are responsible for reviewing its effectiveness. The Governor for Behaviour is Lisa Fox.

**The Role of the Parents**

The school will work collaboratively with parents/carers to ensure that the children know that expectations relating to behaviour are shared by both the home and school. Parents will be expected to:

* Sign the school's Home School charter in Nursery or when they join the school.
* Agree a course of action when there has been a breach of the school's code of behaviour
* Where a weekly report book is used to monitor a child's behaviour parents are expected to support its use and to comment appropriately

**Monitoring and Review**

The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing Body on any amendments considered necessary.

The Headteacher will keep a record of any pupils who are excluded and also of any pupil whose parents/carers have been contacted regarding issues of inappropriate behaviour.

The Governing Body will monitor exclusion rates and provide information for the LEA on the annual School Profiling.

The policy will be reviewed every three years or earlier if necessary.

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**Procedures for Dealing with Inappropriate Behaviour**

All staff have a responsibility for maintaining a positive, working climate within the school. It is important that we all have high expectations of the children and that we frequently remind them of our School Charter.

The procedures outlined below will facilitate consistency of reaction to inappropriate behaviour. They will ensure that information is shared with the relevant members of staff following any breach of school rules.

Children ought not to be referred to other colleagues for discipline until the member of staff concerned has attempted to resolve the problem and has exercised the appropriate sanctions. It is important to remember that individuals who breach the rules are punished as individuals and that we avoid punishing the whole class unnecessarily.

Remember, children should not be left unsupervised to complete work.

**How do we deal with problems?**

**Level 1**

* Misbehaving in class
* Not completing tasks in the given time
* Annoying classmates
* Misbehaving during Assembly time or during other whole school events
* Incidents in the playground

**Sanctions to be administered by classteacher or playground supervisor and may include one of the following:**

* A verbal reprimand
* Time-out
* Lose a portion of their Teacher’s Choice
* Completion of work in own time
* Loss of Dojo point.

**Level 2**

* Fighting
* Disrespectful behaviour
* Physical or verbal aggression as a result of mitigating factors
* Rudeness
* Offensive behaviour e.g. swearing, rude gestures
* Persistent misbehaviour at Level 1

**Possible Sanctions**

* Withdrawal of privileges
* Loss of Teacher’s Choice
* Letter of apology
* Loss of playtime
* Supervised task to be agreed with member of staff
* Teacher to speak to parents
* Seek out line manager

All incidents to be recorded by line manager on (Appendix 2) and forwarded to Headteacher in the SLT meeting. The Headteacher/Deputy Headteacher will then discuss the incidents with the pupil concerned and make contact with the parent/carer if appropriate.

**Level 3**

* Bullying
* Truanting
* Damage to property
* Theft
* Persistent misbehaviour at Level 2

**Sanctions**

* Immediate referral to Headteacher (Deputy Headteacher)
* Parents will be contacted - where possible the pupil will be asked to explain to his/her parents
* Withdrawal from class/premises/yard
* Possible exclusion

Persistent misbehaviour at Level 3 will be referred to the Pupil Discipline Committee of the Governing Body who will report to the full Governing Body.

**Level 4**

* Unprovoked physical attack on a pupil or member of staff resulting in serious injury

**Sanction**

* Immediate exclusion pending investigation

**CONCLUSION**

All staff must remember that our main aim is to promote positive behaviour and encourage pupils to develop of sense of responsibility, self-respect and a respect for other people, property and the environment.

We hope that parents and the school work in partnership so that the values encouraged by home and school are mutually reinforced. If necessary the school has access to outside agencies to support and advise staff and parents. Strategies suggested will be incorporated into a pupil's Individual Education Plan if necessary.

**A GUIDE FOR TEACHING STAFF ON SCHOOL DISCIPLINE**

This document is intended to be a guide to good discipline for all the teaching staff. It also gives suggestions for disciplinary procedures when needed.

* Good discipline is based on mutual respect
* Good behaviour within the classroom is dependent upon the relationship between the teacher and his/her pupils.
* A well-disciplined class is not one where the pupils sit in silence and are immobile throughout the day, but one where there is a good working atmosphere with the pupils working and behaving in the way the teacher demands.
* All staff have responsibility for behaviour in all areas within the school and on the school grounds.

Good pupil control is achieved by a process of establishing a pattern of expected good behaviour and keeping to this process i.e. ensuring the pupils enter and leave the teaching areas in an orderly manner, and behaving in the classroom in a way that is satisfactory and convivial to both the teacher and fellow pupils. In order to avoid/defuse disruption in the classroom, it is important that members of staff display high standards of control and discipline, whilst at the same time teaching the pupils with understanding, sympathy and fair play.

Good practice should start from the time pupils enter school in the morning, doing so in an orderly manner. In order to facilitate this it is important that all staff are present to supervise the children when they come into the school at the start of the school day.

All staff can help to secure good discipline by:-

* Making sure they are present in the teaching areas at the beginning of sessions and immediately after break periods.
* Making sure that all teaching areas and withdrawal rooms are left clean and tidy at the end of the school day.
* No pupils should be left unsupervised at any time, especially playtimes.
* The bell at the end of breaks, morning and afternoon sessions should be for the teacher, and not as a signal for the children to stand up and walk out.

Pupils should leave the classroom in an orderly manner, after following a routine of ensuring the area is tidy.

Children should not be threatened with any sanction which the teacher cannot carry through.

No pupil must be detained after school hours or sent to stand outside the classroom, as the pupil could easily run out of school.

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**Incident Report**

|  |
| --- |
| **Name Date** |
| Incident |
| Action Taken |
| Signatures |