



Ysgol Gynradd Llanmartin Primary School

Behaviour Policy

Document History

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Promoting good behaviour at Llanmartin Primary School is a very high priority. We endeavour to create a caring and safe environment where children are valued and encouraged to care for each other and for their school. Respect for, and politeness towards staff, visitors and children is of prime importance. It is the responsibility of all staff, governors, children and parents to ensure that the school rules are followed.

Good behaviour and discipline in school are essential to successful teaching and learning. All staff and pupils are expected to behave in a responsible manner showing consideration, courtesy and respect for others at all times.

In creating a positive learning environment, the staff at Llanmartin Primary School aim to:-

- Provide a secure, caring and stimulating environment in which children can thrive and develop to reach the highest standards of personal achievement;
- Establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour;
- Teach children to consistently follow rules and directions throughout the school day and year;
- Promote positive behaviour and encourage the children to take responsibility for their learning in a positive classroom climate;
- Establish a series of rewards and consequences to accompany classroom and whole school rules
- Ask for assistance from parents and other agencies when support is needed;
- Ensure that a Restorative Justice approach is used by all members of staff, including support staff and midday supervisors, when dealing with behaviour issues.

'Our School Rules'

During assemblies at the start of the September term, the school rules are revised and discussed as a whole school. Suggestions for changes are made. The School Council then agree the decided rules which are then displayed in the school hall and in other school documentation.

Each year, all pupils within every class contribute to making a class charter in September. These are finalised by whole class agreement and each class displays their Charter in their classroom.

We are always kind, honest, helpful and polite to others.

We

- Follow directions first time.
- Move around the school sensibly.
- Keep hands, feet, objects and unkind words to ourselves.
- Use appropriate voice levels.
- Listen to the chosen speaker.

Rewards offered to reinforce good behaviour

- Praise – smiles, thumbs up, clap
- Stickers
- House Points
- Show Mrs Curtis your work
- Text message home
- Photocopy your work and take home
- 'Pupil of the week' certificate

- Postcard home to parents

Consequences to negative behaviour

If a child breaks any of the school rules there will be a consequence. It is our belief that consequences consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important at all times to criticise the behaviour and not the child. As with the rewards, there are different levels.

Consequences

- Verbal warning and reminder of the rules
- Moved to work on your own within the classroom
- Miss time from your playtime/lunchtime
- Sent to another class
- Sent to a member of the Senior Management Team (FP Leader, KS2 Leader, DHT)
- Sent to Mrs Curtis
- Call to parents to explain your behaviour
- Letter to parents inviting them in to school to meet with the classteacher and Mrs Curtis

Restorative Justice Approach to dealing with behaviour concerns

All staff will use Restorative Justice Approach when dealing with behaviour issues within the classroom and on the playground. Restorative approaches in school means everyone has a chance to be heard and they provide opportunities for healing. Restorative Justice Approach ensures that the two sides of an incident are heard and then discussed. Restorative Justice will be used to ensure that arguments and disagreements are repaired through mediation.

The Mediator's (member of staff) role in Restorative Justice

Give each person the opportunity to:

- Explain what has happened from their perspective and what has led up to it.
- Explain how they felt at the time and what they feel now.
- Perhaps talk to others who are affected by the issue.
- The mediator needs to be patient with pupils and think about their feelings.

The prompts to be used during a Restorative Justice Approach meeting are:

Can you explain what has happened?

What were you thinking at the time?

How were you feeling at the time?

Who else has been affected by this?

What needs to happen so things can be put right?

The important thing is about letting the children work out the answer for themselves. Mediators should not give the resolution to the problem.

Reflective Time Out

Llanmartin Primary School provides opportunities for pupils to reflect on inappropriate behaviours in Reflective Time Out Sessions. If a child is sent to reflective time out, the class teacher needs to complete a brief outline of the child's behaviour on reflective time out form and sign the form. This needs to be taken by the child and given to the teacher taking reflective time out. If the incident is serious, very violent, then an incident report must be filled in and sent to the Headteacher no later than a day after the incident.

In circumstances of extreme, severe inappropriate behaviour a child should be sent to fetch the Headteacher or, in her absence, the Deputy Headteacher.

Reflective Time Out criteria:

- Wilfully hurts another child.
- Wilfully destroys property.
- Wilfully swears or uses abusive language against one of the protected characteristics towards others.
- Overtly refuses to do what he / she is told.
- Throwing stones or other items with intent to hurt / cause damage.

The consequence for the above behaviour is straight to **REFLECTIVE TIME OUT**. In extreme cases of violent aggressive behaviour towards others / property or persistent refusal to keep the school rules a child will be liable to be excluded for a set number of days.

In Reflective Time Out children will write a 'Think Sheet' reflecting on their inappropriate behaviour. Senior Managers will chat to children ensuring that as they fill in the sheet they understand why their behaviour was inappropriate/what they could do to change their behaviour next time. It may be necessary during Reflective Time Out for the Senior Manager leading the session to complete Restorative Justice approaches with the pupil attending and the pupil who was hurt/upset in the extreme behaviour.

Consequences of attending Reflective time Out

- ◆ If a child attends Reflective Time Out three times in one term parents will be notified formally by the ALNCo (via a standard note through the post), that there is a concern regarding the child's persistent breaking of the rules.
- ◆ Pupils who attend Reflective Time Out four times in a term will have their parents contacted by the ALNCo and a parent's meeting will be held where parents will be informed of the inappropriate behaviours of their child and asked to support the school in discussing with their child ways in which they can improve their behaviour so that they do not attend reflective time out again.
- ◆ Pupils who attend Reflective Time Out five times in a term will have their parents contacted by the head teacher and their IBP targets /strategies re-looked at.
- ◆ If a pupil continues to cause the severe behavioural problems described above, then parents will be invited to school and a Pastoral Support Programme with targets and strategies to support the child will be developed with the help of the Behaviour Support Service (BSS) / Inclusion Team. Pupils can also be give a fixed term exclusion.

The use of Team-Teach strategies when dealing with pupils exhibiting extreme behaviour

All school staff will be trained by the LA Team-Teach facilitators every three years. The use of Physical Restraint will only be used in the most extreme cases and parents will be informed of the restraint immediately.

"Team-Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not be seen necessarily as a failure of

professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe” George Matthews, Director of Team-Teach.

The school has a Physical Restraint Policy that all staff must adhere to. A Positive Handling Plan (PHP) for pupils is a risk assessment of pupil’s behaviour who give concern and may need physical restraint procedures. This will **always** be discussed with parents and any ‘holds’ that may be used by staff will be shown to parents.

All Physical Restraints will be recorded in the Bound and Numbered book which is kept in the Headteacher’s office.

Social and Emotional Aspects of Learning (SEAL)

SEAL is a programme for the development of social and emotional skills. It is based on sound theory and evidence of demonstrated impact, nationally and internationally.

As a school it expects:

- Explicit teaching of social, emotional skills. Curriculum planning needs to reflect this.
- Adults modelling good social and emotional skills.
- Building a socially aware learning environment.
- SEAL must be both its own strand and embedded in the curriculum.

A special SEAL assembly begins each half term to introduce the individual theme for the half-term. All staff are present for these assemblies.

It is important that all members of staff are pro-active in matters of school discipline

a) Within class

With incidences of misbehaviour, in the first instance, the class teacher or member of support staff is responsible for taking the appropriate measures to correct the situation. If pupils are instructed to remain inside during playtime or lunchtime, they must be supervised.

b) Playtime

Incidences of unacceptable behaviour during playtime will be dealt with by the duty members of staff. Repeated misdemeanours by pupils will be reported to the Head teacher or Deputy Head teacher.

c) Lunchtime and Breakfast Club

Incidents are corrected by the midday supervisors and Breakfast Club staff. Repeated occurrences or ones causing more concern will be reported to the class teacher, whilst serious issues will be referred to Key Stage Leaders, Deputy Headteacher or Headteacher. In the event of a child whose behaviour at lunchtime is unacceptable and when all other sanctions have failed this child will be excluded at lunch time, usually for a set period of time, and if there is a recurrence, then indefinitely. It is important that the parent is kept informed if there is likely to be an exclusion situation.

Recording Incidents – All incidents of a serious nature must be logged. This will be done by the classteacher, Senior Midday Supervisor, Deputy Headteacher or Headteacher. These are reviewed as necessary if further incidents occur. The Head teacher will inform parents if any incident that is deemed to be ‘serious’ occurs.

BULLYING

Bullying of any kind will not be tolerated. Staff must always be aware of the unforeseen circumstances of bullying and act immediately.
(See Anti Bullying Policy for full details)

CONCLUSION

A whole school consistent approach to behaviour and discipline fostered in a climate of truth and mutual respect between teaching staff, pupils and parents is vital to the maintenance of school discipline. Self-esteem and self-worth of all pupils should be encouraged during the school day. The policy is implemented and will be monitored by the Headteacher, Senior Management Team and Governors of the school. It is intended to provide a framework for developing a happy, caring environment which is safe and secure and in which all children are valued and enabled to develop as caring responsible people.

Head teacher:

Date:

Chair of Governors:

Date:

Appendix 1
Behaviour Categories and Consequences

BEHAVIOUR CATEGORIES AND SANCTIONS		
Cat	Discipline Categories	Available Consequence
A	Deliberate act of physical aggression towards staff or other children.	Exclusion for fixed term period. Permanent exclusion
B	Deliberately inflicting pain. Leaving school premises without permission. Physical/ verbal bullying. Losing complete control. Serious opposition to the staff. Damaging property Fighting Blatant disobedience Insolence	The senior management can use the following consequences: Removal of privileges Exclusion for a fixed term period of time Withdrawal from the main group. Exclusion at lunchtime Letter to parents Reflective Time Out Session Missing trips Non-representation for school
C	Disruptive behaviour Spitting Running around the school Lateness at lessons Swearing Flaunting school rules	Refer to school rules consequences