



Charles Williams Church in Wales Primary School

Behaviour Policy

July 2024

Next Review – July 2026

Promoting positive behaviour in Charles Williams Church in Wales Primary School has a very high priority. We endeavour to create a warm, caring, safe atmosphere where children are valued and encouraged to care for each other and for their school. Respect and politeness towards one another are of prime importance. It is the responsibility of all staff, governors, children, parents and carers to ensure that the school guidelines and code of conduct are followed.

Charles Williams Church in Wales Primary School is committed to ensuring that all members of our school community feel valued and respected and have the right to reach their full potential in a safe, secure, caring and happy environment. We are a hard-working school and invite high standards from our pupils in terms of learning and behaviour.

Pro-social behaviour is an important factor in all communities. In school communities it is an important factor in successful learning and development and is a key outcome of education. This policy invites our entire school community to support an approach that values each individual; that is based on development and social learning and the use of positive reinforcement and role-models to nurture behaviour that is consistent with the values of our school.

At Charles Williams Church in Wales Primary School we employ a range of formal and informal positive reinforcement strategies that are applied consistently by all staff. These are most effective when applied in a whole system context and in our school this includes:

- the leadership of the Headteacher – with clear aims and high expectations;
- the quality of relationships, trust and mutual respect within the whole school;
- individual expectations of pupils by teachers and teaching assistants;
- the example set by teachers and other adults;
- the high quality of the teaching with opportunities for achievement and success with clear purpose and rigour;
- the physical environment of the school;
- the active involvement of pupils in their own learning and in the wider life of the school;
- a positive climate for the whole school, which is based on a quiet, yet firm, insistence on a range of rewards and privileges with an emphasis on praise; and
- good links with parents, the local community and support agencies.

We wish to work closely with our Senedd to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

At Charles Williams Church in Wales Primary School we aim to foster a positive approach to the management of behaviour and the development of pro-social behaviour that supports development, learning and a thriving school community.

Specifically, we aim to:

- Establish clear routines and procedures which are predictable and can be followed by children, staff and parents and carers;
- Set boundaries of acceptable behaviour;
- Involve and direct pupils in decision making, where appropriate;
- Understand the development of behaviour and how interruptions to safe development and ruptures in relationships can impact on behaviour in order that staff, parents and children can understand and support each other when distressed and showing disruptive behaviour.

in order to:

- ensure the safety of pupils and staff;
- create a harmonious and effective working environment for staff and pupils at the school where respect for others is an integral part of every interaction;
- develop individuals who are able to think for themselves in a responsible way;
- provide children and young people with the skills to regulate their emotions, manage their behaviour and, when needed, repair relationships.
- develop an awareness of the need to respect other people and their property;

For our policy to be effective it must be fully understood and acted upon by all teaching and supervisory staff and applied consistently. It will be made explicit to staff, pupils, parents and governors and supported by a positive ethos in the school.

Values

Our behaviour policy is based around the following values and qualities which we consider to be of paramount importance and which we wish to cultivate in all members of the school:

Friendship Trust Truthfulness Perseverance Forgiveness Responsibility
Respect Peace Thankfulness Courage Compassion Hope

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Charles Williams Church in Wales Primary all staff (teaching and non-teaching) will:

- Engage in continued professional development in relation to methods to support the regulation of emotion and behaviour.
- Hold developmental and normative models in mind when seeking to understand and intervene with behaviour that is disruptive or challenges.
- be good role-models by showing respect and kindness based on an appreciation of the values and beliefs that underpin the ethos of the school; being willing to apply the same standards to themselves as to the children, for instance if we want children to use quiet voices and talk in a polite way, then adults should also use quiet voices and talk in a polite way.
- Set the intention to use positive commands and direction, for instance “please keep all the legs of your chair on the floor”, rather than “don’t rock on your chair”.
- encourage a positive commitment to equal opportunities;
- ensure that the values of the school and its rules are apparent in the management of the school and to apply these rules firmly and in a fair and equitable way;
- Regulate their own emotions and offer positive direction and instruction when behaviour challenges.
- recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school;
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in

- monitoring incidents and reviewing procedures
- be alert to bullying and/or emotional or physical harassment and to act accordingly and effectively (cross reference with bullying/positive relationship policy);
- promote positive approaches to difference and foster respect for people of all cultural backgrounds, regardless of ethnic group, age, disability, additional learning needs, sex and gender;
- actively oppose all forms of racial prejudice and discrimination;
- ensure that good behaviour/learning is celebrated and a balance is maintained between positive behaviour management and consequences;
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's needs, attitude and behaviour;
- to provide a stimulating curriculum for all pupils and consider accessibility of task, pace and the level of support offered to the child;
- to organise a well-ordered, accessible, attractive and purposeful learning environment both inside and outside the classroom;
- to raise the esteem of pupils;
- to encourage independence;
- to motivate and manage groups of pupils;
- to communicate fully and clearly with parents the school policy on behaviour;
- to take action to understand and minimise absence; and
- to recognise and reward academic and non-academic achievement as well as incremental steps towards this

Children's Responsibilities

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

We expect our children to embody our Christian Values through words and actions in a way that is in keeping with their age and ability, and this might include:

- working hard to listen and to follow instructions of trusted adults
- learning to be honest
- understanding the impact of our behaviour;
- valuing our school, the people, the equipment, the building and the grounds;
- treating others as they would like to be treated;
- valuing own and others' achievements and take pride in our school.

Parental Responsibilities

Parents and staff share the goal of helping children to learn and to develop. There are many ways in which parents can provide support, guidance and intervention in order to help the school achieve our aims. We therefore invite parents, carers and guardians to work in partnership with the school to support the conditions that contribute towards emotionally regulated states by:

- ensuring that children attend school in good health, punctually and regularly
- let the school as soon as possible if there are any circumstances which may affect your child in school
- Support and reinforce our school values. Children who sense inconsistencies between home and school may have problems adapting to school life and this can contribute towards challenges
- to participate in discussions concerning their child's progress and attitudes to learning;
- take an active interest in children's learning through discussion and, where appropriate, supporting with home learning.

Overall, school and parents strive to work in partnership to develop a shared understanding of the child's needs and how this might influence their behaviour inside and outside the classroom.

Governor Responsibilities

The Governors have the following roles in promoting our school values. In relation to this policy, governors assist by:

- working in partnership with the school's senior leadership team, monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken.

Rules

Our Golden Rules are reviewed by the Senedd on a biennial basis:

- Show our Christian Values through our words and actions
- Follow instructions.

These are talked about regularly in whole school worships and in classes when appropriate.

Early in the autumn term each class works collaboratively to create a set of Classroom Rules or a Class Charter. These are agreed by all class members and displayed in the classroom. They are regularly referred to and used to maintain and strengthen our school culture and values.

Promoting Behaviour that Facilitates Learning

Staff realise the importance of rewarding good behaviour and this is achieved in a variety of ways. It is important that the rewards are developmentally matched and are meaningful to the child; this can be reflected in individual pupil profiles. In order to be as effective as possible, pro-social and exemplary behaviour should be noted and rewarded as soon as possible.

Classroom Rewards

- ✓ Praise to individual from staff member.
- ✓ The award of Dojo points.
- ✓ Awarding of stickers, stamps, stars, certificates, etc.
- ✓ Through the class reward system – each class has a 10-point reward system for which the reward is agreed by pupils.
- ✓ Written remarks on work.
- ✓ Feedback to parents, golden time, opt out of a lesson/demand.

Rewards beyond the Classroom

- ✓ Visit to Mr Cornes or Mrs Sperry, (Phase Leader) Mr. Llewellyn (Deputy Headteacher) or Miss Penn (Headteacher) for praise, stickers or other reward.
- ✓ Named as Star of the Week in Assembly and be presented with a certificate. These are awarded on a weekly basis by the class teacher for:
 - exemplary manners/behaviour
 - a marked effort to improve behaviour or learning.
- ✓ Messages home.

Responding to behaviour that challenges and requires support and guidance

The stages and possible progression of response to a behavioural issue are outlined below in the Whole School Behaviour Management System that forms Appendix A at the rear of this policy. Obviously, incidents may occur whereby stages are omitted depending upon the seriousness of the incident.

Children whose behaviour is consistently unacceptable, or who are involved in an incident deemed to be serious enough, will be considered in relation to the Behavioural Assessment Chart that forms Appendix B at the rear of this policy. This also provides further information regarding exclusion processes and procedures.

We understand that there will be times within the school cycle that a child will have behaviour that requires intervention to help and support them. However, on occasion, these needs are longer term and can escalate. In these instances, a behaviour support plan will be considered.

Reflective Time – 3Rs

Reflective Time is an intervention strategy that provides children with the opportunity to notice and reflect on incidents that require a consequence greater than class-based sanctions. Children can be referred to the Reflection Room for one or more of the following:

- Fighting / use of violence
- Swearing
- Damaging property
- Throwing an object
- Repeated defiance / Not following instructions

Mr. Llewellyn (Deputy Headteacher) will supervise twice-weekly lunchtime sessions where children will have the opportunity to be supported to discuss the incident, reflecting on what contributed towards their response, what they could have done differently and what they need to do in the future to resolve any issues.

If a child behaves in a manner that means they attend the Reflection Room on three occasions in a term, Mr. Llewellyn (Deputy Headteacher) will telephone parents to detail the circumstances and ask for assistance in addressing the child's needs in partnership/

If a child's behaviour does not change and they are asked to attend the Reflection Room on a further three occasions within the same term, parents will be asked to meet with Miss Penn (Headteacher) or Mr. Llewellyn (Deputy Headteacher) and class teacher. The purpose of the meeting is for all parties (including the child) to agree a strategy for supporting the child to develop more pro-social responses and improved behaviour. With no improvement in behaviour and continued attendance in the Reflection Room, the behavioural assessment chart that forms Appendix B at the rear of this policy will be applied.

Responding to Persistent Behaviour that Challenges

Informing Parents

Parents will be informed by telephone, in person or in writing if their child has breached the code of conduct implied by the school rules. Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss behaviour. Teachers are not available after 8.40 am as they are preparing for the day. Where there is an ongoing issue, there will be an ongoing dialogue between school and home and a log kept to record any behavioural needs.

Positive Handling

The school recognises the importance of ensuring good order to provide a safe environment for staff and pupils. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage certain harmful behaviours by pupils. It must be noted that the need for physical intervention is extremely rare at Charles Williams Primary. Please see the school 'Restrictive Physical Intervention/Positive Handling Policy' for more information.

Exclusions

A child who is a danger to themselves, other children or staff, or who persistently stops other children from learning may be the subject of a formal exclusion. The school follows the guidelines set by the Welsh Government for school exclusions. Parents will be informed in writing of the reason for the exclusion and provided with contact details of the governors, the Local Authority and the Headteacher. Agencies and organisations e.g. SNAP Cymru can provide invaluable support.

Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The whole policy will be reviewed every two years, but earlier, if necessary, to link in with the School Improvement Plan. The Governing Body fully endorses the school's high expectations regarding the behaviour of all its pupils. Parents may access this document at any time via the school website or they may request a hard copy from the school office.

Signed

Headteacher

Signed
Date

Chair of Governors

Whole School Behaviour Management System

Golden Rules are clearly displayed in each classroom and referred to:

We will:

- Follow instructions
- Show our Christian Values through our actions

Step 1: Preventative (interactions and strategies that help all children and young people)

Secure, positive relationships

Provision and privileging of positive feedback: The brain is wired to privilege negative experiences and, as such, it is important to balance this by offering compliments and positive feedback to help children develop adaptive beliefs about themselves and the grown-ups around them.

Every day is a new day – greeting and welcoming children to the classroom

This is important in terms of setting an emotional tone to the day. Children can be sensitive to the emotions and words of others. Greeting in a warm way ensures that there is no legacy from earlier incidents and the child feels noticed and accepted.

Seeking support for your own health and well-being

It is important that adults have a robust ability to manage the impact of stresses and strains in their own life in order that they have the emotional capacity to notice and respond to children's needs.

Use of language

Language provides a helpful pathway for managing behaviour. Some examples include: Providing positive commands which point the brain in the direction in which he needs to travel, supports intentionality and reduces cognitive demand for children and young people (e.g. let's use inside voices rather than don't shout); taking responsibility for our own emotions "I find it hard to concentrate when it's noisy" rather than "you are disrupting the learning for everyone else" or "I feel sad when we don't get our tasks finished". This models and encourages ways of taking personal responsibility and increases emotional literacy in children and young people.

Emotional literacy programmes and linking emotional language to other teaching opportunities

There is evidence to support that being able to notice and name emotions can make them easier to regulate. Given that emotions are one factor that can underpin challenging behaviour, efforts to support emotional regulation skills offer high value. Name it to tame it!

Teaching content is interesting and relevant as well as being targeted appropriately to ability levels

Children and young people are developing their attentional ability and, as such, interesting material can help to stretch their attention and prevent incidents of challenging behaviour.

The environment is safe and secure and fit for purpose. There are low stimulus areas available.

Use of differential reinforcement:

We want children to behave in a pro-social way because they know how to and because they recognise the value of positive relationships and behaviour. In short, that pro-social behaviour serves the child well. In order to achieve this, it is important that we are attentive to children when they get it right and attentive and supportive when they get it wrong. Positive behaviour can be reinforced and therefore strengthened by noticing, celebrating and rewarding it. Maladaptive behaviour can be diminished by understanding and addressing underlying factors and ensuring that

the behaviour is not unintentionally rewarded. Finding effective ways to diminish individual behaviours that challenge is a process but the consistent application of these principles will help.

Support more targeted intervention to those with neurodevelopmental needs and/or the consequences of trauma or adversity. This might include:

- Offering brain breaks/sensory resets – worry boxes, places to reflect
- Provision of visual timetable
- Predictable routines
- Reminding children of expectations at key transition points during the day
- Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short-term transitions that include moving around the school, or bigger transitions such as a new class or during the busy period of Christmas or end of term. Expectations will be modelled consistently and reinforced by all staff who will coach children who are not meeting the expectations.
- Adjusting demands for children where additional concerns have been highlighted

Step 2: Early Intervention

Be alert to behavioural manifestations of need – a behavioural disturbance could reflect distress, academic difficulty, relational problems or physiological factors. These factors can be addressed if noticed early.

- Ask the child if they need some help
- Give them a clear instruction about what they need to do
- Offer a choice
- Some time out of the classroom/time away from stressors
- Offer a reminder of the expectations in a clear and firm manner and offer coaching back to these expectations.

Step 3: Responding to persistence or escalations in behaviour

Disruption can be reduced and dignity maintained by removing the child from the classroom. This can be done calmly and with support.

The child can be coached in a calmer environment to regulate their emotions and direct their behaviour in a different direction.

The child should be directed as to what is required (rather than what is not wanted), and the natural consequences should they not be able to achieve this with support.

Sanctions and consequences can include:

Removal of rewards/privileges

Informing parents

Actions taken that ensure safety (this may include the removal of outdoor play with others with an emphasis on safety and establishment of repair)

A positive behaviour plan

* Each class teacher will have the consequences displayed in their classroom.

The 3Rs Principles can be a helpful guide when a child is dysregulated and you suspect that sensory, social or emotional overwhelm is underpinning the behavioural disruption.

Regulate – help the child regulate the intensity of what they are experiencing.

Name it to tame it

Ask the student if they have any big feelings or emotions and ask them to describe these to you using their own words or drawing, or ask them to point to an emoji chart. Reflect this back, “ah, I see, so you’re feeling sad and angry”.

Move it or Lose it: Use some form of rhythmic or big and pronounced physical movement to shift the emotional state

Encourage the student to tense and then release their muscles

Use SIFT: Help children pay attention to the Sensations, Images, Feelings, and Thoughts within them so that they can make better sense of their urges and behaviour and have the ingredients required to express their needs.

Relate – maintain a relationship with the child in which they feel safe and contained.

Let the child know that the relationship between you and with other adults is ok; that you want to make sense, understand and support them to find other ways to manage in the classroom or at break times.

Connect Through Conflict: Use discord and disagreement to encourage empathy and greater social success by modelling curiosity (“I wonder what happened then”) and taking personal responsibility for our own emotions (“I felt sad when I heard you call your best friend a name”; “it is hard to see you get cross and damage our lovely classroom”).

Reason – when all is calm and the child is back in their ‘top brain’, the child can be invited to reason. To offer an account and explanation of what happened and what they think needs to happen next in order to repair the transgression.

Debrief and corrective action

It is important for behavioural learning that children are guided in a way that is developmentally appropriate to take corrective action. This might be saying sorry, it could also be writing a letter to demonstrate learning, or, at times, it can also be a behavioural consequence (such as withdrawal of privileges for a specific time period). Ideally this is agreed collaboratively with the child in order to reduce resistance. This is, however, dependent on the magnitude of the behavioural disturbance and there will be times when the adult directs the child in a less collaborative way.

The process outlined above must then be logged on the pupil’s Behaviour Log (see Drive - ALN - Behaviour Management)

Behavioural Assessment Chart

(Pupils who are consistently inappropriately behaved or who engage in a significantly serious incident)

The first step is to inform the child's parents about their behaviour and that this could lead to exclusion. Any exclusion will be decided upon after discussions with relevant staff and the Chair of Governors (or Vice Chair of Governors in their absence).



Temporary exclusion may occur following:

- fighting/aggression/violence;
- swearing at or refusing to follow the instructions of an adult;
- racism;
- bullying;
- stealing;
- deliberate act of vandalism, or,
- inappropriate sexualised behaviour. (assess)

Temporary exclusion can automatically occur following:

- assault on a staff member;
- serious assault on another pupil
- possession, use or sale of illegal drugs, or,
- possession of a sharp/dangerous object or weapon.

Permanent exclusion will be considered following one very serious incident or when a series of short-term exclusions prove ineffective. Such action will be considered by the Headteacher in conjunction with the Chair of Governors.

Children who are at risk of being excluded will have a behaviour support plan. This will be discussed with the Headteacher and/or ALN leader, class teacher and parents.

APPENDIX C



Charles Williams Church in Wales Primary School

Behaviour Reflection Sheet

Children who are excluded should be provided with suitable work for the period of exclusion. This may not be possible on the day of exclusion due to teaching commitments, but will be provided as soon as practicable. Parents have a right under the National Assembly for Wales Circular 3/99 to present their case to the Grievance and Disciplinary Panel of the Governing Body. A series of exclusions should not exceed 45 days in a year.

Name:	Date:
Class:	Time:
Location of challenging behaviour:	Referrer:
Reason for Referral:	

What happened? What led to me feeling and acting this way? What help might I need? What can I do differently next time? What needs to happen now?

Pupil	Teacher
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