



# Charles Williams Church in Wales Primary School

## Behaviour Policy

September 2022

Next Review - September 2024

### Rationale

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 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 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 expect high standards from our pupils in terms of work and behaviour.

Good behaviour is a necessary condition for effective teaching and learning, and an important outcome of education. All pupils, parents and staff, support an approach based on positive reinforcement that values each individual, using rewards and role-models to nurture desirable behaviour. At Charles Williams Church in Wales Primary School we employ a range of formal and informal rewards applied consistently by all staff.

Good behaviour in school is a key feature of school effectiveness and achieving this is based on:

- 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. Children learn most effectively when they are well-motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed.

Specifically, we aim:

- to ensure the safety of pupils and staff;
- to 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;
- to establish clear routines and procedures which are followed by children, staff and parents;
- to set the boundaries of acceptable behaviour;
- to involve and direct pupils in decision making, where appropriate;
- to develop individuals who are able to think for themselves in a responsible way;
- to build on our pupils' interests and abilities by providing lively, stimulating and rigorous teaching;
- to develop an awareness of the need to respect other people and their property;
- to create the best possible physical conditions throughout the school.

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:

Responsibility	Respect	Truthfulness	Humility	Courage	Forgiveness
Perseverance	Trust	Thankfulness	Peace	Justice	Generosity

## 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) shall:

- 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;
- 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 fairly;
- avoid over-reaction and confrontation;
- 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;
- promote positive approaches to difference and foster respect for people of all cultural backgrounds, regardless of ethnic group, age, disability, additional educational needs and gender;
- actively oppose all forms of racial prejudice and discrimination;
- ensure that good behaviour/work 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 attitude and behaviour; and
- 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 and attractive 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 discipline;
- to take action to minimise absence; and
- to recognise and reward academic and non-academic achievement.

## Children's Responsibilities

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

We expect our children to:

- attend school regularly;
- be punctual and ready to learn;
- accept responsibility for their actions and behaviour;
- to learn to value their school, the people, the equipment, the building and the grounds;
- to treat others as they would like to be treated;
- to negotiate school, class, corridor, dining and playtime rules with staff;
- have care, consideration and respect for other children, adults and property;
- be co-operative, collaborative and sharing;
- live out the school's values;
- to show independence and be responsible for everyday school routines;
- to be honest;
- choose carefully the words that they use;
- value their own and others achievements and take pride in the school.

## Parental Responsibilities

It is recognised that, generally, children who have supportive parents are successful and well-behaved in school. In order to achieve our aims we need strong positive support from parents. We therefore expect parents to:

- ensure that children attend school in good health, punctually and regularly, this involves taking holidays only out of term time;
- promptly explain all absences;
- tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school;
- conform to and support the school rules and expectations. Children who sense inconsistencies between home and school have problems adapting to school life and often display inappropriate behaviour.
- to provide support for the discipline within the school and for the teacher's role;
- to be realistic about their children's abilities and offer encouragement and praise;
- to participate in discussions concerning their children's progress and attainments;
- take an active interest in children's learning through discussion and, where appropriate, supporting with homework.

## Governor Responsibilities

The governors have the following roles in promoting good behaviour and achievement in school:

- to monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken;
- to monitor the working of the school;
- to play a part in the appointment of staff to the school.

## RULES

Our Golden Rules have been written through consultation with what was previously the School Council and are reviewed with the Senedd on a biennial basis:

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

These rules 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 reinforce our school ethos and expectations.

## Playground Management

In addition to the methods outlined previously, we have strategies to promote good behaviour on the playground. These may include:

- providing playground equipment during break times;
- organising games and/or activities run by Play Leaders;
- Year 6 pupils supporting play with younger pupils and helping with playground management.

## Rewards and Sanctions

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways.

### Classroom Rewards

- ✓ Praise to individual from staff member.
- ✓ The award of Dojo points.
- ✓ Teachers have a variety of stickers, stamps, stars, certificates, etc. with which they reward children for good work and behaviour.
- ✓ Through the class reward system – each class has a 10-point reward system for which the reward is decided on by pupils.
- ✓ Written remarks on work.

### 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:
  - o exemplary manners/behaviour
  - o high academic standards
  - o a marked effort to improve behaviour/academic standards.
- ✓ Work shown to parents - sometimes a copy can be made to take home.
- ✓ Recognition of exceptional work can be celebrated on Twitter or through Seesaw.

The stages and possible progression of how an issue can be dealt with is 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.

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE  
AFTER A SANCTION HAS BEEN USED.

A CHILD SHOULD APOLOGISE FOR UNACCEPTABLE OR INAPPROPRIATE BEHAVIOUR

### **Reflection Room**

The Reflection Room is an intervention strategy that provides children with the opportunity to reflect on behavioural choices they have made that require a consequence greater than class-based sanctions.

Mr. Llewellyn (Deputy Headteacher) will supervise twice-weekly lunchtime sessions where children complete a reflection sheet and discuss the incident, reflecting on what they could have done differently and what they need to do in the future to resolve any issues. 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  
Defiance / Not following instructions

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 matter and reinforcing the need for positive behaviour.

If a child's behaviour does not improve and they are asked to attend the Reflection Room on a further three occasions within the same term, parents will be required to attend school for a meeting with the 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 improving 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.

## **Informing Parents**

Parents will be informed by telephone, in person or in writing if their child has significantly broken 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 ways of managing 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 inappropriate behaviour.

## 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

APPENDIX A

# 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*

**Consequences:**

*We know that to effectively deliver consequences, the message needs to be simple, clear and non-negotiable. In practice, it is easy to get into a lengthy discussion - please avoid this.*

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

The consequences are:

1. A look from the teacher than indicates their behaviour has been noticed.
2. A positive reminder of our rules and expectations.
3. Being sent to a partner classroom to continue with your work (max 20 minutes.)
4. Spend some of their breaktime or lunchtime inside and not allowed onto the playground.
5. Meet with Mrs Sperry / Mr Cornes to discuss behaviour.
6. Meet with Mr Llewellyn to discuss behaviour (reflection sheet completed).
7. Meet with Miss Penn

\* This must then be logged on the pupil's Behaviour Log (see Staff Drive - ALN - Behaviour Management)

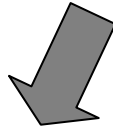
# Behavioural Assessment Chart

*(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).

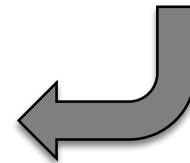
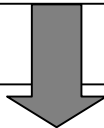


These children, who are experiencing problems within the framework and are in danger of being excluded will have a behavioural support plan. This will be discussed with the Headteacher, ALN coordinator, class teacher and parents.

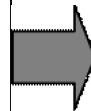


Temporary exclusion may occur following: -  
 Fighting/Aggression/Violence  
 Swearing at or refusing to follow the instructions of an adult  
 Racism  
 Bullying  
 Stealing  
 Deliberate act of vandalism  
 Inappropriate sexualised behaviour

Temporary exclusion can automatically occur following: -  
 Assault on a staff member  
 Serious assault on another pupil.  
 Illegal drugs (either using or selling.)



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.



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





Charles Williams Church in Wales Primary School

Behaviour Reflection Sheet

Name:	Date:
Class:	Time:
Location of unacceptable/inappropriate behaviour:	Referrer:
Reason for Referral:	

What happened?	
By breaking this rule I have hurt	
This would not have happened if I had	
To help make things right I will	
Pupil	Teacher

Policy adopted by Governing body on: 15 September 2022

Policy to be reviewed: September 2024