

**Policy: Behaviour**

This is to confirm that the Governing Body of Cwrt Rawlin Primary accepted the attached

policy at the Governing Body meeting held on **16th March 2016**

Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governing Body

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review policy: Autumn 2017**



Cwrt Rawlin Primary School

Ysgol Gynradd Cwrt Rawlin

“Encouraging Excellence for All”

**Behaviour Policy**

**Introduction:**

At Cwrt Rawlin Primary School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. For effective learning to take place, good behaviour is necessary. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct and interventions that support both staff and pupils.

Caerphilly County (CC) have adopted a behaviour approach called Pivotal and all schools are using this practice to ensure consistency in practice. The policy was written following guidance provided by CC, the school has modified it to meet the school requirements.

**Aims:**

At Cwrt Rawlin Primary School we aim:

* To develop a whole school behaviour policy based on the “ Pivotal” model which is supported and followed by the school community; parents, teachers, children, dinner time supervisors, school clerks and governors based on a sense of shared values.
* To follow the Caerphilly Behaviour Project to achieve a consistency of practice that improves student learning attitudes and staff well-being.
* By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
* To teach, through the school curriculum values and attitudes as well as knowledge and skills.
* To encourage good behaviour through positive reinforcement and a range of rewards for children of all ages and abilities.
* To make clear to children the distinction between minor and more serious misbehaviour and the stepped sanctions that will follow.
* To listen to problems with care when they occur in the hope of achieving an improvement in behaviour.

**Guidelines for Home and School:**

We all have a responsibility to ensure that our pupils are provided with the best opportunities in order to develop and learn in an ever changing world. We should all aim to accept the responsibilities we are given and to endeavour to improve constantly to the betterment of all.

**Responsibilities of the School:**

* To develop each individual pupil’s talent as fully as possible.
* To teach effectively and to set the highest standards in work and behaviour.
* To care for each child when at school.
* To help pupils to leave school able and anxious to make the best possible contribution to the community at large.
* To encourage regular communication with parents as a basis for close co-operation between home and school.
* To promote the 3 School Rules: Be Ready, Be Respectful and Be Safe.

**Responsibilities of Parents:**

* To show by their own example that they support the school in setting the highest standards in all it tries to do.
* To make sure the children come to school regularly, on-time, refreshed, alert and ready to work.
* To take an active and supportive interest in their children’s work and progress to develop confidence and a sense of achievement.
* To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
* To control the development of their children’s use of leisure time activities and entertainment.
* To work with the school to promote, support and respect school views.
* To promote the 3 School Rules: Be Ready, Be Respectful and Be Safe.

**Responsibilities of Pupils:**

* To attend school regularly and take part in school activities.
* To follow the 3 School Rules: Be Ready, Be Respectful and Be Safe.
* To aim at the highest standards in all aspects of school life.
* To cooperate with staff and to accept the authority and rules within the school.

**General Management Responsibilities:**

* To ensure that all pupils work in a calm, supportive and purposeful atmosphere.
* To ensure that all pupils come to school without the fear of being bullied.
* The 3 School Rules are promoted at regular intervals: Be Ready, Be Respectful and Be Safe.

**The Class Teachers Responsibilities:**

The class teacher has responsibility for:

* Promoting the 3 School Rules: Be Ready, Be Respectful and Be Safe.
* Giving rewards and sanctions.
* Watching out for children behaving out of character.
* Looking for signs of distress and upset.
* Reporting to the Head Teacher any suspected occurrences of non-accidental injury or child abuse.

**Sanctions:**

Follow the agreed stepped sanctions set as a whole staff.

1. Reminder / Caution
2. Last chance
3. Time out (Foundation Phase - RD, Key Stage 2- RO)
4. Final Warning (Deputy Head Teacher)
5. Headteacher

To reinforce positive behaviour we will;

**Rewards:**

* Verbal and written praise, positive notes home, Feel Good Friday, compliments jars, certificates, Celebration Assembly.

**The Lunchtime Supervisors and School Clerk Responsibilities:**

• Promoting the 3 School Rules: Be Ready, Be Respectful and Be Safe.

* Giving rewards and sanctions.

• Noticing children behaving out of character.

• Looking for signs of distress and upset.

• Reporting to the Head Teacher any suspected occurrences of non-accidental injury or child abuse.

**Additional Learning Needs (ALN) Pupils:**

In the certain cases a pupil who has ALN may present challenging behaviour and may find it hard to follow our school rules. In these cases there will be a specific support plan and individual behavioural plan (IBP) in place.

**Procedures for dealing with major breaches of discipline:**

The child will have reached Step 5 of the school Sanctions, unacceptable behaviour will be reported to the head teacher. The behaviour will be treated on an individual basis and the severity of the warning / punishment will be decided by the professional judgement of the head teacher. At this stage however, parents will be notified.

**Exclusions:**

Please refer to the Caerphilly County exclusions policy that has been adopted by the school. The LA is committed to working in collaboration with schools, learners and parents / guardians to reduce exclusions across the borough. With regard to extreme behaviours it may in some instances be necessary to issue a fixed term or in exceptional circumstances, a permanent exclusion. A decision to exclude a learner permanently is a serious one. It will usually be the **FINAL** step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Guidance states (WG Guidance Document 171/2015, April 2015) that:

“Only the Head teacher can exclude a pupil. If they are absent from school, and then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the head’s absence.”

The guidance clarifies that the exclusion should not be used for minor incidents.

Parents have the right of appeal to the Governing Body against any decision to exclude.

**Physical Restraint:**

Identified members of staff have team teach training and are able to use physical restraint if required.

**Cross referencing:**

This policy is to be cross referenced with other policies namely, anti-bullying, exclusion and physical restraint.

**Review:**

The governing body review this policy on an annual basis. The governors may, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date for review: Spring 2017

Signed Head teacher

Signed: Chair of Governors