**Llanfair Primary School – Behaviour Policy**

Good behaviour is essential for effective learning and teaching to take place. Teachers and support staff are responsible for establishing and maintaining good behaviour throughout the school. For the behaviour policy to be effective it needs to be consistently applied throughout the whole school by all staff and supported by parents and governors.

This policy was developed in consultation with pupils, parents (including the Parent Forum), staff members and the Governing Body.

The emphasis at Llanfair Primary School is on the development of self-discipline and mutual respect.

**Aims**

In managing pupils’ behaviour our aims are:

* to support all children in managing their emotions and dealing with conflict
* to apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour.
* for children and adults to show respect and consideration for others and in so doing behave in a responsible manner.
* to promote sound moral and social attitudes where children learn respect for themselves and others.
* that there will be a suitable balance between praise and recognition and consequences

**Underlying beliefs**

At Llanfair Primary School we believe that children attend our school to develop not only their academic skills but also their social and emotional skills. Learning how to manage their behaviour, responses and actions is part of this learning. We recognise that for some children this poses significant challenges especially where there are underlying issues such as a medical diagnosis or the presence of an adverse childhood experience. Contained within this document are the school’s core values and the rules that underpin these values, together with the recognition strategies and consequences that support their implementation.

**Core values**

We want our children to develop many attributes; however we identify the following as the core values:

**respect, caring, honesty, perseverance, cooperation**

**School Rules**

Our rules underpin the development of these values. There are three to aid the recall of these rules by all school community members and to allow reference to the rules when discussing behaviour with children.

**Be ready, Be respectful, Be safe**

**Recognition Strategies**

We aim to recognise children that adhere to the school rules. We do this through the use of a chart system. All children’s name/photographs begin each day on the central sun chart. Where children have excelled in their behaviour (or through their learning) their name/photograph will be moved to the chart above known as ‘Over and above’. Where upon the teacher will utilise a recognition strategy from the menu below.

|  |  |  |  |
| --- | --- | --- | --- |
| Sticker | Praise | Visit Mr. Guy | Visit another teacher |
| High Flyer Award | Contact parents | Extra Golden Time | House Points |

These are non-hierarchical so that the teacher may tailor the recognition to the behaviour exhibited or to the child. Classteachers will maintain a record of the children who have moved to the over and above board. We encourage all staff members to apply this level of praise.

**Consequences**

There will be times where children will fail to adhere to the rules and a tier of consequences exists for these occasions. These are listed below:

|  |
| --- |
| **Reminder** In this situation we aim to describe the behaviour to the child linked to the rule that is being broken. This is followed by reminder of the rule and associated expectation.  |
| **Make a smart choice**This is the second stage whereby the staff member reiterates the first reminder but includes the request that the child makes a smart choice and adheres to the rule. |
| **Move name photo**At this stage the child’s name/photo is moved from the original sun to the cloud chart. This immediately triggers the next stage which is a follow up.  |
| **Follow up**At this stage the staff member will decide on the correct follow up dependent on the behaviour exhibited. Following a period of improved behaviour the name/photograph is returned to the sun.  |

Staff members retain the right to move straight to follow up in the event of sufficiently challenging/unacceptable behaviour.

**Follow up**

The follow up will always include having to reflect on the behaviour using restorative practice techniques. This may result in the child having to spend some time reflecting on their behaviour at a breaktime etc. In more challenging cases school may employ therapeutic drawing to ensure the child is able to reflect on their actions. Both these techniques aim to teach children why the behaviour was wrong and in what way it needs to change.

If deemed appropriate the staff member may engage the senior leadership team. Where the behaviour is sufficiently extreme or has been repetitive the head teacher will contact parents to devise a constructive way forward. Where appropriate classteachers or senior leaders maintain a record of the incident.

**Outside Agencies**

For most children the above methods will be sufficient to ensure that they adhere to the rules and learn to manage their emotions and subsequent actions. However for some children, particularly those with a medical diagnosis or who have emotional difficulties a more structured approach is needed. In this situation school will aim to work with parents to create an individual behaviour plan for the child. Where required school will involve health services and make a referral to the Primary Behaviour Improvement Team. Other agencies may also be engaged.

School recognises that for periods of their life some children find managing their emotions and associated actions more challenging. We acknowledge that in a similar way to differentiated learning, differentiated behaviour management strategies may be needed. The overall aim is to support the child to improve their behaviour so that they can move beyond this period of their life whilst minimising the disruption their behaviour causes to other children.

We will occasionally discuss the pupils’ behaviour with other children to allow the children to understand the behaviour and support the pupil. This is important to ensure the pupil does not become ostracised.

**Exclusion**

There may be times where a child’s behaviour reaches a point where more severe consequences are required such as exclusion. In considering these consequences, school will adhere to Welsh Government Guidance document and will explore other options to exclusion. Exclusion will always be a last resort.

When a situation is considered to be severe enough, for example if a child hurts another **severely and intentionally**, the Headteacher has the right to exclude the perpetrator for a fixed term on the first occasion, as recommended in Welsh Government guidelines. Any fixed or permanent exclusions will be reported to the Local Authority.

**Implementation**

We know that a good relationship between staff and pupils is essential to foster mutal respect and a positive working environment.

When enforcing the school rules, staff will endeavour to adhere to key principles. We will praise in public (PIP) and if appropriate, we will remind in private (RIP). We will also aim to ensure that praise is the dominant conversation within school with a first attention to best conduct principle and aiming for a ratio of three to one of positive comments to negative.

We will also ensure that incidents are investigated by allowing all children to explain their version of events. This is imperative in establishing whether actions were malicious and allows for conversation to develop empathy, understanding and restore relationships.

Where appropriate classteachers or senior leaders maintain a record of the incident. School staff may this record to analyse the pupil’s behaviour to identify any particular triggers.

Through our PSE programme we will ensure that we reinforce the school expectations and the core values.

**Bullying**

For details on bullying, see the separate Anti-Bullying Policy which is closely linked to this Policy for Discipline and Behaviour.

**Governing Body**

Discipline is managed by the school staff and the head teacher. If a matter becomes extremely serious, however, and the issue cannot be resolved to the satisfaction of all parties, the Governing Body has a Pupil Discipline Committee which can be called to meet in such circumstances.