



Cwmffrwdroer Primary School

Behaviour Development Policy Summary

Rationale:

This policy sets out to provide staff, parents and children with the vision, guidance and support to develop positive behaviour that leads to independence and success. We aim for our children to gain mutual respect, and have emotional wellbeing for themselves and for others. Our ethos is to maintain a happy and secure environment in which children can learn, an environment whereby everyone has consideration towards others.

Aims:

- To develop an emotionally literate school with a warm rapport between all adults and children, so providing role models who speak and act courteously.
- To encourage a calm, purposeful and happy atmosphere within the school.
- Through the S.E.A.L. approach foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued and where necessary to work to repair and restore relationships.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To make boundaries of acceptable behaviour clear and to ensure safety. To help children to take a pride and a responsible interest in caring for their environment.

Roles and Responsibilities

All staff:

- ✓ Maintain high expectations and make them clear.
- ✓ Apply rules and routines, sanctions and rewards consistently and fairly.
- ✓ Use the language of mutual respect.
- ✓ Avoid over-reaction and confrontation.
- ✓ Adopt a positive approach to problem solving.
- ✓ Role model behaviour based on an appreciation of the values and beliefs that underpin the ethos of the school.
- ✓ All colleagues share equal responsibility in supporting pupils' behaviour.
- ✓ To adopt agreed approaches to suit the needs of individual pupils.

Whole School Rules

1. Always try our best
2. Move around the school appropriately.
3. Behave and speak appropriately at all times.
4. Listen and follow instructions first time.

Rewards and Reward Systems

The emphasis is to reward good behaviour. To use rewards as a motivational tool, helping children to see that good behaviour is valued. The main rewards are praise, informal and formal to individuals and groups.

- ✓ Staff will offer guidance to pupils, including praise and encouragement for good behaviour.
- ✓ External school, group or individual achievements praised in 'Celebration assembly'
- ✓ Award system involving the distribution of stars, house points, stickers and other rewards for good work and behaviour.
- ✓ Exceptional achievements to be shared with parents, governors, media and LA.
- ✓ Weekly nomination S.E.A.L. certificate nominated by class pupils.
- ✓ 'Golden Time.' in class

Consequences

1. **Warning (recorded on tracker)**
2. **Reminder**
3. **Time out 1 (within an identified area in class)**
4. **Time out 2 (partner class)**
5. **Good Behaviour Programme (agreed by HT/DHT)**

Teachers can withdraw privileges eg miss breaktime if they feel appropriate after step 2.

CWMFFRWDOER BEHAVIOUR PROGRAMME

Children with repeated poor behaviour may be placed on the Good Behaviour Programme - must be agreed by HT/DHT.

- Parents will be informed if their child is on the Behaviour Programme
The Behaviour Programme lasts one week. It consists of:
 - Withdrawal of privileges, e.g. no after school clubs
 - Children with extra responsibility will have these privileges withdrawn e.g. School Council, Eco Committee, Monitors etc.
 - Withdrawal of playtimes and break times for one week. (Pupils will have the opportunity for fresh air at lunch times, supervised by a member of staff)

At the end of the week, as long as there has been no repeat of poor behaviour, the child is taken off the Behaviour Programme.

There may be behaviour that means a child will automatically go onto the Behaviour Programme without any warnings. Again parents/carers would be informed if this occurred. These incidents could include:

- Being aggressive/swearing etc at a member of staff
- Swearing at another child or themselves.
- Refusing an instruction or a request from a member of staff.
- Fighting/aggressive behaviour

The above is not an exhaustive list.

- **Teachers will have a set of coloured cards to use as visual cues:**
 - Reminder cards (yellow)**
 - Warning cards (amber)**
 - Time Out cards (red)**
- **FP classes will have rainbow displays**

