

Cwmffrwdroer Primary School

Behaviour Policy 2021/22

"The culture is set by the way the adults behave"

Paul Dix

*'When the Adults Change, Everything Changes Seismic Shifts in School
Behaviour'*

Cwmffrwdroer Primary School has a Positive Behaviour Policy, which values all children and promotes positive behaviour. We believe that children who are stimulated and engaged in their learning through high quality, effective teaching and have their progress and achievements recognised, will feel valued and motivated to achieve more. Our policy supports pupil wellbeing and takes into account whole school initiatives such as - Rights Respecting Schools' Award, Nuture UK, ACE (Adverse Childhood Events) Friendly School and TIS (Trauma Informed) friendly School.

- staff and parents work together
- everyone shares responsibility for making our school a happy place to be
- the school community work together with a positive approach to behaviour
- we use praise and recognition for good behaviour
- there is a focus on raising self-esteem and treating each other with respect in a fair and just manner
- we help children to understand that they are responsible for their choice of behaviour at all times
- we deal with problems in a sensitive and caring manner
- we recognise that there is a very strong relationship between behaviour and learning and we know that children learn better in an ordered and positive environment

Focus on rights:

Every child has the right to: ★ be safe ★ be able to learn ★ be treated with dignity and respect ★ be happy ★ build friendships ★ expect people to be kind ★ expect people to be fair ★ be able to trust others in the school ★ be free from violence

Every member of staff has the right to: ★ teach and do their job ★ be treated with dignity and respect

Every parent has the right to: ★ know that their child is safe ★ know that their child is learning ★ know that their child is treated with dignity and respect.

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters during structured and unstructured times. Good manners such as pupil politeness, helpfulness and co-operation are encouraged, recognised and nurtured by all staff. We believe that every opportunity should be taken to praise and reward appropriate behaviour and that good behaviour by pupils should not be taken for granted by staff. Pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts.

AIMS

That every member of the school community -

- feels safe, valued and respected,
- supports each other and works together
- has a positive approach to behaviour
- uses praise and recognition for good behaviour
- has a focus on raising self esteem
- treats each other with respect in a fair and just manner
- helps children to realise they are responsible for their choice of behaviour
- deals with problems in a sensitive and caring manner
- has high expectations of each other.
- is responsible for providing a happy, orderly and nurturing environment for pupils at the school
- to prepare children for life beyond school

Staff Responsibilities

In order to achieve our aims for good behaviour teachers and support staff will:

- understand and act upon the fact that good behaviour and its' management is everyone's responsibility
- treat all children fairly with respect and understanding
- display and refer to the school rules in their class rooms and around the school
- create a positively worded class charter with the pupils in their class to be displayed in a prominent place and referred to regularly
- ensure all pupils know the characteristics of good behaviour
- understand why some behaviours are inappropriate
- praise, reward and celebrate good behaviour consistently and fairly
- recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school
- be alert to all kinds of bullying revisit and discuss the school anti-bullying motto regularly- See it! Say it! Stop it!
- deal with incidents him/herself; listen to the child and discuss what happened and how they could manage their emotions differently if the situation arose again
- contact parents/carers and work with the child to create a positive behaviour chart or plan (linked to the child's interests) (Deputy Head teacher/ ALNCO to be informed)
- keep records of behaviours and any parental contact
- ensure all staff who need to know are aware of a child's behaviour targets

- For re-occurring behaviours seek advice from –
 1. Phase Leaders
 2. ALNCO/Deputy Head teacher who will support children who, for a variety of reasons, find the school environment challenging
 3. Headteacher – for extreme behaviours e.g. swearing intentionally to cause offence, racist, sexist or homophobic remarks (these are also recorded separately and reported to Governors,) and violence against pupils/staff
- Adjustments will be made regarding expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller area with a trusted adult) and if appropriate provide nurturing activities when needed at non-structured times
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring and reviewing procedures physical violence or threatening behaviour

Children's Responsibilities

We expect our children to:

- accept responsibility for their actions and behaviour
- have care, consideration and respect for other children, adults and property
- be co-operative, collaborative and sharing
- become independent
- behave appropriately in different social contexts
- value their own achievements and take pride in the school

Parental Responsibilities

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

- tell the school immediately if there are any circumstances, that may affect a child's achievement or behaviour in school.

- support the school rules and expectations. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour
- read, sign and abide by the conditions of the home school agreement

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

The school rules are displayed in the hall, around the school and in classes and are used by all staff, alongside the class charters to reinforce our expectations of good behaviour. These rules are discussed at the beginning of every half term in whole school assemblies and referred to regularly by staff in classes.

Rewards

Each class will have a range of rewards, depending on their age, which will focus on positive behaviours, which will be agreed, and chosen with the children and will include:

- Do Jos /stickers and stamps
- house points
- awards and certificates
- choice of playground games
- positive notes home
- recognition in whole school award assemblies
- tokens
- marbles in the jar

Working towards Good Behaviour

- A child who is not behaving appropriately will be reminded about the rules
- If a behaviour is repeated after the reminder the child may be given 'thinking time' (appropriate to their age) and helped to reflect
- If a child is finding it difficult to manage their emotions, a trusted adult will take them to a safe place to cool down; then, when they are calm and ready, they will be encouraged to reflect and a restorative conversation will take place. A coping strategy will be shared with the child and when needed a positive behaviour plan will be created

- More serious incidents such as aggressive behaviour both physical and verbal will be dealt with by senior staff; parents/ carers will be informed and nurture activities may be provided if necessary
- All staff will be made aware if an individual child is having particular difficulties

Dealing with emotional outbursts

We recognise that there are many reasons why children may experience difficulties and behave in an inappropriate way.

'Connect not Correct'

- Staff will build relationships with children and if they are experiencing difficulties they will try to speak to the child (and parents/carers if appropriate) to find out what is happening at home.
- Staff will always remain curious and use the WINE model to Wonder, Imagine, Notice and show Empathy about a child's situation. They will think about something that they know the child will be successful at and create opportunities for them to feel good about themselves.

Time will be given time with a trusted adult who will listen to them (at least 7 minutes) and discuss what has happened. When the child is calm, the trusted adult will reflect with them and discuss what happened. The child will be encouraged to think about what they could have done differently if the same situation arose again. Our behaviour policy is based on resolution and interactive repair (e.g. restorative conversations).

When needed, staff can seek advice from the ALNCO. A good behaviour plan may be created with the child to support their emotional outbursts. This may include a positive behaviour chart linked in to the child's interest (e.g. super heroes) to earn an agreed reward e.g. 10 minutes – football, computer time, Lego time, tokens etc.

Circle Time/SEAL

- All classes use Circle Time and SEAL sessions as a tool for promoting positive behaviour. Circle Time and SEAL sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Circle Time and SEAL also provide an opportunity to discuss:

- responsible behaviour and that their feelings as we know that reactions can be affected by what is happening within and around individuals
- relationships with others and that friendships, caring and respect for self and others are important in maintaining positive relationships
- responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school.

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- ensuring all pupils are aware of the playground rules and boundaries
- games organised by support staff
- Lunchtime Clubs.
- reminders about how to use each playground area and the equipment
- consistently praising and rewarding good behaviour and reminding pupils to follow the school rules

Strategies will be discussed with a child to help them notice when they are beginning to feel anxious, angry or upset and there will be a pre-arranged place where they can go to calm down.

All Behaviour is Communication

At Cwmffrwdroer, we recognise that behaviour management is a team effort.
"It needs a team ethos. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."