

# Rhiw Syr Dafydd Primary School



## Behaviour Policy

| <b>Issue</b> | <b>Author</b>      | <b>Date</b> | <b>Approved by<br/>Governors</b> |
|--------------|--------------------|-------------|----------------------------------|
| <b>1.0</b>   | S. Robins          | April 16    | May 16                           |
| <b>2.0</b>   | Reviewed / Updated | June 17     | July 17                          |
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## **Mission Statement**

Our mission is to create a happy and productive community of learners who are

**R**espectful of everybody and everything

**S**haring our knowledge and understanding

**D**etermined to make a difference

**P**assionate about lifelong learning

**S**aying yes to success

## **Race Equality Statement**

At Rhiw Syr Dafydd Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We, at Rhiw Syr Dafydd, recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

## Behaviour at Rhiw Syr Dafydd

### Introduction

Excellent behaviour is an essential part of the ethos of the school. All staff and pupils need to be kept safe from physical and verbal assault and the school has a duty of care in this respect.

For effective teaching and learning to take place, excellent behaviour is necessary. For pupils to learn they need a secure environment with a clear framework of behavioural expectations that are consistently implemented.

At Rhiw Syr Dafydd Primary School, we seek to create an underlying ethos, which will support the development of personal qualities of truthfulness, perseverance, co-operation, and self control. 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 responsibilities we are given and to endeavour to improve constantly to the betterment of all.

This policy attempts to outline a clear boundary of acceptable behaviour for all adults and children, so that they may develop and grow, understanding the need for boundaries in everyday life.

### Aim

At Rhiw Syr Dafydd Primary School we aim:

- To create a calm caring culture in which teaching and learning can take place in a safe and happy environment

### Our School Rules

These apply to **everyone** at Rhiw Syr Dafydd Primary

**Ready**  
**Respectable**  
**Safe**

| Behaviour we Encourage   | Unacceptable Behaviour   |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Respect for other people, their views and their work</li> <li>▪ Attentiveness</li> <li>▪ A sense of right and wrong</li> <li>▪ Self-respect</li> <li>▪ Respect for the environment</li> <li>▪ Working cooperatively</li> <li>▪ Honesty, trust and fairness</li> <li>▪ Self-discipline</li> <li>▪ Politeness and good manners</li> <li>▪ Setting a good example to others</li> </ul> | <ul style="list-style-type: none"> <li>▪ Racial harassment</li> <li>▪ Violence and aggression towards staff and pupils</li> <li>▪ Hurting other people's feelings</li> <li>▪ Threatening behaviour which includes bullying</li> <li>▪ Dishonesty</li> <li>▪ Deliberate disobedience</li> <li>▪ Discrimination</li> <li>▪ Using unacceptable language</li> <li>▪ Deliberately damaging property</li> <li>▪ Disrupting learning and teaching</li> <li>▪ Taking things from others</li> </ul> |

### School Staff Responsibilities

All Staff have responsibility for:

- Ensuring they consistently follow behaviour policy and procedures.
- Being vigilant for children behaving out of character e.g. signs of distress, upset and withdrawal.
- Reporting to the Head Teacher any suspected safeguarding concerns.

### Consistencies of Adult Behaviour:

| Expected Consistencies for all Adult Behaviour:  |
|--|
| <ul style="list-style-type: none"> <li>• Refer to and abide by <b>Our Rules</b>.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>First attention to best conduct.</b> Praise those demonstrating appropriate behaviour and emphasise the values and behaviours we promote. Give <b>encouragement</b> and show <b>appreciation</b> of those who act as positive role models. Provide those that go <b>above and beyond</b> the expected level of behaviour with appropriate <b>recognition</b>.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Model</b> consistent positive behaviours and build positive relationships.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Ensure <b>praise outweighs</b> anything negative with a <b>five to one</b> ratio.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Maintain <b>consistency</b>, maintain <b>responsibility, support peers</b> and <b>acknowledge successes</b>.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Meet and greet</b> and <b>be visible</b>.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide stimulating, bright, attractive learning environments and lessons that meet the needs of all.</li> </ul>  |

### Rewards

The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise and celebration, Praise Pad Notes and SeeSaw home contact.

## **Time Out Sanctions** (Please Refer to **Process and Script** Section Below)

All adults deal with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age and stage of the child, as far as sanctions are concerned.

### **Process and Script**

- **De-escalate and Redirect**

Non-verbal prompt - Body language and movement - Gentle encouragement, a 'nudge' in the right direction - Small act of kindness.

- **Reminder**

A reminder of **Ready, Respectful, Safe** delivered calmly and discretely.

- **Caution**

A clear verbal caution, delivered calmly and discretely, that makes the pupil aware of their behaviour and the consequences if they continue. Use language such as 'I've noticed that...' and 'I need you to...'.

- **Time Out**

Chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage.

- **Internal Referral**

The child is referred internally to another room in the department for the remainder of the lesson.

A short Reconciliation Meeting should take place immediately after the lesson.

### **Reconciliation Meeting: 6 Questions (ABC)**

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been affected?
- What should we do to put things right?
- How can things be done differently in the future?

Reconciliation meetings should take place in a quiet place that respects the dignity of the child and their right to privacy. Such meetings should be brief and last no longer than ten minutes.

Procedures for dealing with *major breaches* (physical/verbal assault, vandalism, major disruption of the school environment) of discipline where standard processes as outlined above have not been successful:

- Withdrawal from the classroom for a designated period of time as decided by the Headteacher or senior member of staff. This will take the form of an Internal Exclusion and parents will be notified as such.

- Where there are no improvements in behaviour, a meeting will be held with parents, and a warning given about the next stage in the process.
- Where the problem is severe or recurring then fixed term or permanent exclusion procedures are considered after consultation with the Governing Body.
- A multi-agency meeting involving parents and other agencies may be arranged if deemed necessary.
- Permanent exclusion after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude a pupil for a period of more than five school days.

In exceptional circumstances, where there is a severe breach of school discipline, permanent exclusion may be considered an appropriate first course of action. This will always be in consultation with the Governing Body.

### **Special Educational Needs**

Children with emotional/behavioural difficulties often require very structured, sensitive programmes of behaviour modification. This may well mean dealing with some forms of behaviour away from public areas of the school. These children should be supported by advice from the Educational Psychology Service and Inclusion Services.

### **Positive Handling**

Physical intervention is only used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and pupils.

More information can be found in our 'Use of Reasonable Force to Control or Restrain Pupils Policy'.