

Pentrepoeth Primary School

Positive Relationships and Behaviour Policy



‘creating a **C**aring, **R**espectful,
Open **E**nvironment where
Success and **O**pportunity
flourish’



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Aim

To provide a caring, stimulating, secure and happy environment in which each child can enjoy their learning and is given every opportunity to achieve their potential.

Rationale

Behaviour is a key feature of school life about which there should be a clear, shared understanding between headteacher, staff, governors, parents/carers and children.

The behaviour policy has been developed as a response to:

- an awareness that more precise support should be given to staff and children in respect of expectations
- an awareness that there should be a strong whole-school cohesion in this area
- recent training in the use of assertive discipline and positive handling
- research/reports written on this topic, e.g. Elton report, assertive discipline.

Objectives

- To develop children's self-discipline and self-control.
- To enable children to be on task with their learning.
- To encourage the individual child to recognise the rights of others.
- To promote the values of honesty, fairness and respect for others.

Good behaviour is necessary for effective learning and teaching to take place. We need a code of conduct and rules which the school community lives by. This code must be explicit and clearly communicated to all members of the school community. Children are encouraged to take responsibility for their own behaviour.

School expectations of good behaviour

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules which form part of our positive behaviour plan.

We consulted with all stakeholders and have established our whole School Code based on **Manners, Respect and Kindness**.

Playtimes/lunchtimes

To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors in line with the School Code.

Promoting good behaviour and discipline

- At Pentrepoeth we seek to foster good-quality relationships between all children, all school staff and parents/carers.
- At the beginning of the school year, home–school agreement is sent to parents/carers by individual teachers outlining the school rules, positive rewards and sanctions for appropriate and inappropriate behaviour using our GOLD – GREEN – YELLOW – RED system
- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- The School Code and expectations will be taught to every child, and clearly displayed throughout the school.
- Staff will expect good behaviour. They will demand and expect positive outcomes.
- We will provide a broad-based, relevant quality school curriculum.
- The school will do all it can to encourage and promote a variety of individual achievements, thus promoting child self-esteem.
- Rewards and sanctions will be consistently applied by all staff – use of GOLD-GREEN-YELLOW-RED Card system.
- We will use support services, i.e. educational psychologist, social services, medical support and educational welfare as appropriate.

Rewards

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour. The rewards that children will receive for keeping the school code are clearly laid out.

- values certificates are given out to children who demonstrate the school's value of the month
- children will receive regular verbal praise for good work and behaviour, i.e. personal, group or whole class
- children will receive regular Class Dojo points and stickers
- teachers will provide positive feedback to parents/carers in the form of written and/or verbal communication – use of Praise Pads
- the school holds a weekly celebration 'Red Book' assembly where children receive certificates
- lunchtime supervisors also follow the School Code and award their own rewards

Physical Restraint


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

Sanctions

There is a need to register disapproval and ensure that effective learning and teaching can take place. This is essential for the stability, security and success of the school. Unacceptable behaviour cannot be ignored.

It is of the utmost importance that children understand fully that it is the behaviour which is unacceptable and not them.

If a child chooses not to follow the school rules, these hierarchical consequences are clearly displayed on the school's positive behaviour plan and will apply:

Phased response to negative behaviour	Escalated response
1. Class teacher to give verbal reminder/ signal to change.	
2. Class teacher to give verbal reminder.	
3. Class teacher to give visual reminder (move to Yellow Card) and an initial consequence of 5 minutes with the classteacher, their partner or TA at breaktime to reflect on behaviour.	
4. The child then has the opportunity to reflect and change their behaviour losing the yellow card and return to Green	
5. If the child continues to choose inappropriate behaviour the child may be sent to another class for a period of no longer than 30 mins or to the DHT	
6. If poor behaviour persists, the child moves to red and parents are contacted by the classteacher.	If a child exhibits one-off aggression or unacceptable behaviour- sanction given and parents contacted by class teacher. Child immediately moved to red. SLT informed.
7. If the behaviour persists, a member of the SLT is informed.	

Any incidents of serious misbehaviour will not follow the above criteria and the headteacher will be involved immediately.

Challenging children

Children who consistently break school rules will have an IBP issued.

The role of the headteacher

If the headteacher becomes involved, he liaises with the Inclusion Leader, ALNCO and outside agencies to discuss the needs of individual children.

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions.

If the headteacher excludes a child, he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use sanctions we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the headteacher. If the concern remains, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set in the school's complaints policy.

Appendix 1 – School Code



Our School Code

Manners

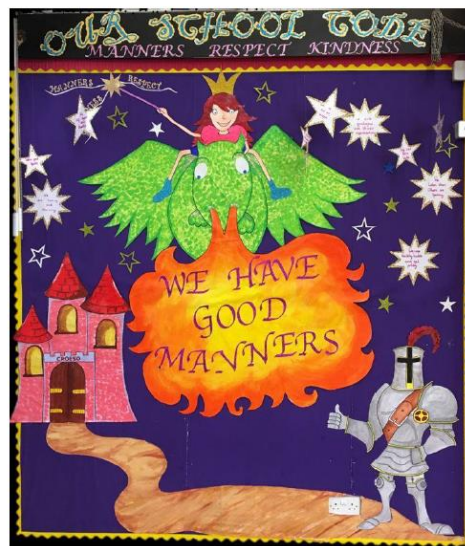
- Be polite to adults and other children
- Show good table manners
- Be a good role model
- Walk sensibly and quietly around the school
- Open doors and offer help where appropriate


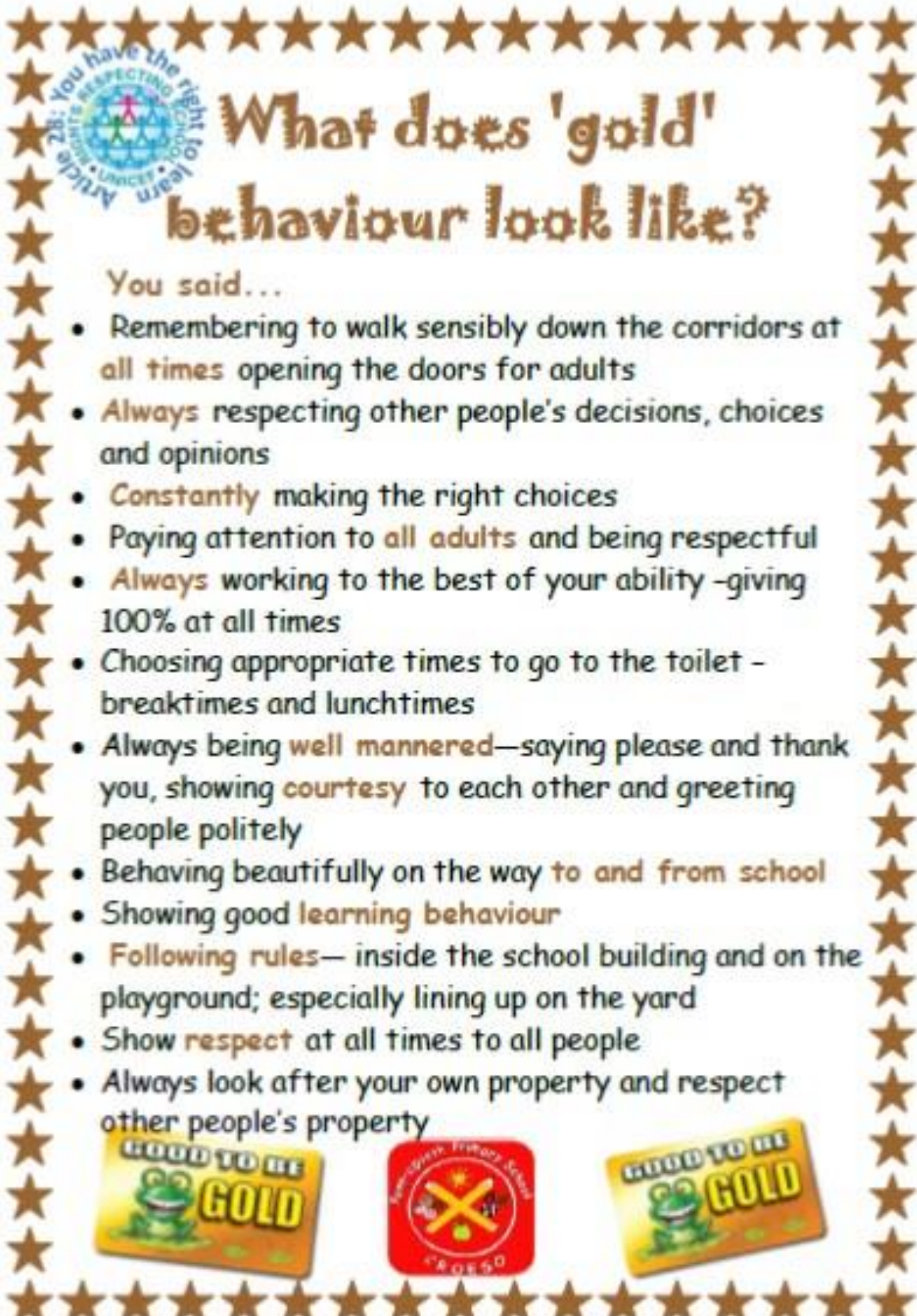
Respect

- Show respect to staff, visitors and each other
- Show care and appreciation for our school grounds and each other's property
- Show understanding for each other's opinions, decisions, thoughts and feelings

Kindness

- Show support and encourage your peers
- Include others in your games and activities
- Be welcoming to visitors and new children
- Show compassion and be aware of other people's feelings







What does 'gold' behaviour look like?

You said...

- Remembering to walk sensibly down the corridors at **all times** opening the doors for adults
- **Always** respecting other people's decisions, choices and opinions
- **Constantly** making the right choices
- Paying attention to **all adults** and being respectful
- **Always** working to the best of your ability –giving 100% at all times
- Choosing appropriate times to go to the toilet - breaktimes and lunchtimes
- Always being **well mannered**—saying please and thank you, showing **courtesy** to each other and greeting people politely
- Behaving beautifully on the way **to and from school**
- Showing good **learning behaviour**
- **Following rules**— inside the school building and on the playground; especially lining up on the yard
- Show **respect** at all times to all people
- Always look after your own property and respect other people's property



What does 'green' behaviour look like?

You said...

- Listen to the chosen speaker at all times
- Good Listening and sitting nicely
- Concentrate in class—try your best and manage your distractions
- Be polite and always use good manners
- Be helpful and work well together
- Always be ready to learn
- Call people by their given names
- Look after school/personal equipment
- Respect all adults—treat them all in the same way
- Care for each other
- Share
- Walk sensibly around the building
- Always consider other children's feelings and be inclusive
- Always use an appropriate voice in the classroom and around the school



What behaviour might lead to a warning card?

You said...

- Choosing to talk at the wrong time
- Walking off without asking
- Spoiling other children's chance to learn
- Being a bit cheeky and having attitude
- Rocking on your chairs
- Not following instructions
- Being stroppy—sulking
- Constantly blaming other children for your behaviour
- Not bringing homework and P.E kits into school on time



Remember—if you are given a warning card then you are being given the chance to correct your behaviour.

Make the right choice!

YOUR BEHAVIOUR - YOUR CHOICE!

Warning Card



Warning Card

What behavior will result in a red card?



You said...

- Hurting other children - by hitting, kicking, pushing or with words
- Bullying
- Being defiant - ignoring a direct instruction from a grown up or using bad body language and facial expressions
- Not correcting your behavior when you are on a 'warning' card
- Using bad language
- Lying to a teacher
- Being offensive towards others.

What should happen if you get a red card?

You said...

- Go to supervised play
- Miss out on treats
- Contact parents by letter if you have been to supervised play 3 times

**Consequence
Card**



**Consequence
Card**