



Derwendeg Primary School

Behaviour Policy

Date of this review: September 2023

Date of next review: September 2024

Signed: Date:
Chair of Governors

Signed: Date:
Headteacher

Behaviour Policy

Introduction

The importance of encouraging making positive choices and positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in promoting learning. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is incumbent upon all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have individual plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour by following The 5 Step Behaviour Programme and to provide a safe and secure learning environment for all pupils.

‘Consistency is Key.’

Our philosophy is to have consistency when dealing with a variety of behaviour.

‘The best institutions have absolute consistency. All teachers act with one voice and one message.’

Paul Dix 2011

Consistencies

We believe staff should:

- Use positive language (verbal and non-verbal);
- Ensure praise outweighs negatives;
- Create a positive, calm environment – be good models of emotional control;
- Demonstrate respect and build positive relationships;
- Follow up every time;
- Engage in reflective dialogue with children.

We believe children should:

- Be considerate towards others in every aspect of school life;
- Respect the view of others;
- Be polite and courteous to everyone they meet;
- Be friendly and welcoming;
- Be honest, reliable and responsible for their actions;
- Make informed choices;
- Be aware of the Step Up Programme and to know that their actions have consequences for others and themselves.

By following the 5 Step Behaviour Programme we aim to:

- Enable staff to manage pupil behaviour more effectively;
- Implement a fair and consistent approach in dealing with incidents;
- Adopt rules, correctives and positive reinforcements which are effective;
- Teach strategies to help children manage their own behaviour;
- Help to develop children's emotional literacy;

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- Raise self-esteem.

Whole School Rules

School rules create expectations and provide boundaries for children. Rules need to be clear, concise and in language that all children understand.

At Derwendeg we are expected to:

1. Respect our school community and respect school property.
2. Be ready for quality learning in and around the school.
3. Never settle for less than our best

(In addition, we insist on manners and etiquette at all times)

Our rules are consistent throughout the school. These are displayed within classrooms and within the school environment.

School Values

'A value is a principle that guides our thinking and our behaviour.'

We have in place a set of core values that underpin the vision of the school. The values are unique to our school in that they have been developed and agreed by the whole school community, our seven school values are:

- Resilience
- Respect
- Kindness
- Hard work and effort
- Collaboration
- Honesty and trust
- Aspiration

We believe that values education is an integral part of our school. These core values are the cornerstone on which we build our vision and underpin all that we do.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they will learn to listen attentively to others, take turns in speaking and getting their teacher's attention respectfully.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

Promoting Positive Behaviour

Rewards

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this. The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

Dojo points and raffle tickets are used at the discretion of the teacher. Children are also sent to other adults in the school, including the Headteacher, to receive recognition of good work, though this should be done without disturbing the teaching of those classes.

Each Friday, a 'Hero of the Week' assembly is held and selected pupils from each class are presented with a certificate for good work/behaviour from the class teacher linking to the Four Purposes. The headteacher also presents Headteacher certificates to pupils recognised by staff for exhibiting our school values. These children are invited to have hot chocolate with the Headteacher on a Friday afternoon.

Children are also given the opportunity for one lunchtime per week to take part in a Playsports games session with an external coach.

The 5 Step Behaviour Programme

The 5 Step Behaviour Programme (5SBP) is used at Derwendeg to achieve effective behaviour management through a simple step-by-step approach. The programme achieves this by encouraging staff to adopt an approach to behaviour management which is simple, effective and yet sustainable. It focuses on our school having an effective system for school rules, correctives and rewards linked to this policy. All the strategies that are used in the programme are based on the philosophy that consistency in positive reinforcement and the development of a child's emotional literacy can change and improve pupils' behaviour. The programme promotes inclusion and identifies ways that this can be done giving particular attention throughout the programme to incorporate the requirements of children with additional learning needs. The 5SBP includes a 'Step Up Programme' (Step 5) to help individual pupils recognise and manage their behaviour. It focuses upon children reflecting on their behaviour and identifying the correct way forward. It also looks at the school environment and shows schools how a positive learning culture can influence how children behave in school.

The 5SBP is adapted according to the age and the needs of individual children. A class log will be kept to monitor the steps being reached.

Nursery/ Reception:-

The 5 Steps of the programme are:

- STEP 1: De-escalation
- STEP 2: Reminder
- STEP 3: Warning
- STEP 4: Time Out (Thinking Time)
- STEP 5: Phone call home to parent/carer

Year 1 – Year 6 :-

The 5 Steps of the programme are:

- STEP 1: De-escalation
- STEP 2: Reminder
- STEP 3: Warning
- STEP 4: Reflection time (Thinking time)

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- STEP 5: Step Up Programme

De-escalation Strategies

All staff are trained in using a range of de-escalation strategies effectively to initially manage unwanted behaviour. The strategy used will be contextual and chosen based on the known needs of the child.

De-escalation strategies include:

- Staying a safe distance from the child
- Stand/ sitting side by side
- Using the child's name
- Connecting before correcting
- Wonder, imagine, notice
- Re-direction
- Offer time and space – offer a safe space
- Change of face
- Listen to understand and not to reply
- Tactical ignoring
- Move towards pupil, quiet reminder
- When... then...
- Distraction/ diversion
- Supporting 5
- Privately understood signals
- Name...pause...direction...thanks
- Reflect the behaviour back through commentary
- Choice

Step Up Programme

If a child displays unwanted behaviour for the fifth time or displays 'fast track behaviour' (see below) then the child is informed that he/she could be placed on the Step Up Programme. The decision for this will be made by two members of the Behaviour Management team (see below). The programme lasts for 2 days for pupils in Year 1 and for 3 days for pupils in Years 2-6. The programme provided for pupils will be progressive. Staff placing pupils on the programme will need to register the pupil and provide a reason for placement on the programme. The staff leading the program will record pupil engagement during sessions.

A pupil can be placed on the programme if they have:

- Engaged in a fast track behaviour as identified below.
- Reached step 5 in a day.
- Reached three step 4s (reflection time) in one week and are still displaying unwanted behaviour.

Fast Track Behaviour

If a child's behaviour is deemed serious then it is the decision of the Behaviour Management Team whether he/she could be fast tracked onto the 'Step Up Programme'. The following behaviours are the agreed Fast Track behaviours for our school:

- Deliberate acts of physical violence (e.g. Hitting, pushing or kicking.)
- Spitting.
- Biting.
- Swearing (deliberately or at someone) including swearing gestures.

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- Threatening or abusive language towards other children and adults. (including negative comments and goading during football)
- Chewing gum in school
- Bullying.
- Stealing.
- Inappropriate use of ICT equipment.
- A serious incident.
- Deliberate damage to school property or to the property of others.
- Leaving the classroom, school building or school grounds without permission.
- Refusing a member of staff after 3 requests or blatant disrespect towards a member of staff.
- Acts which are racist and/or sexist which causes upset to others.
- Use of homophobic language.

The Step Up Programme will start immediately following a fast track behaviour or if they have reached step 5 on the behaviour programme. Each incident will be dealt with on a case-by-case basis and will be discussed and agreed by two members of the Behaviour Management Team. Children in Year 1 will miss two lunchtime playtimes and will not participate in non-curriculum activities, take part in after school clubs or represent the school until the Programme is completed.

Children in Years 2-6 will miss three lunchtimes/playtimes and will not participate in non-curriculum activities, take part in after school clubs or represent the school until the Programme is completed.

If a child displays further inappropriate/ fast track behaviour whilst on the programme, the Behaviour Management Team may agree to give a child additional days on the programme. When a child reaches 10 days on the programme (3 initial days plus 7 additional days), the next stage will be for a lunchtime exclusion to be considered and discussed with parents/ carers.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone.

- When dealing with a situation, staff will remain calm and;
 - Avoid confrontation;
 - Address the problem;
 - Listen to all sides of the story;
 - Try to establish the facts;
 - Use consequences appropriately.

Behaviour Management Team

In order for any programme to be implemented successfully there needs to be a Behaviour Management Team who are responsible for the leading and monitoring of the system at Derwendeg. The team consists of:-

- Headteacher – Mrs L Wangiel
- Deputy Headteacher – Mrs L Lloyd
- SLT Representative/ Additional Learning Needs Co-ordinator – Ms A Traylor
- Foundation Phase Representative – Miss S Thomas
- Key Stage 2 Representative – Mrs C Xiberras
- Teaching Assistant Representatives – Mrs C Wilson, Mrs K Paull and Mrs A Walsh

Dialogue/Scripts

Using key scripts when dealing with unwanted behaviour can prevent emotions from escalating and allow staff to deal with situations in a calm, assertive and fair way. Scripts also create a familiar base which a child can understand. If a child is engaging in unwanted behaviour, for example, is sat under a table instead of completing

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their work, say “the direction is to sit on your chair.” If they fail to follow the direction proceed to the script ‘Not Following Direction’ - see below.

Not Following Directions

The script below can be used if a child refuses to follow direction, for example will not go to the designated time out area. After each time of asking the adult must walk away from the child to allow them enough time and space to think about making the right choice.

Asking a child to follow direction when they are calm

1. ‘I’m asking you for the first time to ... thank you’

Walk away from the child and return within 1 to 2 minutes.

2. ‘I’m asking you for the second time to ...Remember if you do not follow my direction

when I ask you the third time you could be fast tracked onto the Step-Up Programme. Thank you’

Walk away from the child and return within 1 to 2 minutes.

3. ‘I’m asking you for the third time to Thank you’

If the child follows direction, praise them for doing so. If the child does not follow direction consult a member of the Behaviour Management Team.

Asking a child to follow directions when they are NOT calm

1. ‘I’m going to give you a few minutes to calm down and think about making the right choice, then I’m going to ask you to follow my direction. Remember if you don’t follow my direction when I ask you for the third time you could be fast tracked onto the step-up programme.’ Walk away from the child and return within a few minutes (supervising from a distance).

2. ‘I’m asking you for the first time to ...thank you.’ Walk away from the child and return within 1 to 2 minutes.

3. ‘I’m asking you for the second time to ... thank you. Remember if you do not follow my direction when I ask you the third time you could be fast tracked onto the Step Up Programme.’ Walk away from the child and return within 1 to 2 minutes.

4. ‘I’m asking you for the third time to ... thank you.’ If the child follows direction praise them for doing so. If the child does not follow direction consult a member of the Behaviour Management Team.

Involving Parents and Carers

Gaining parental support is a necessity if pupils are going to conform to the expectations of behaving appropriately in school. When a child displays inappropriate behaviour in school, parents and carers play a key role in helping teachers to secure change in the child’s behaviour. Therefore, parents and carers need to be kept up-to-date on any significant change in behaviour in order for maximum progress to be made. Thus, keeping parents and carers fully informed is an essential part of the programme.

At Derwendeg we are very conscious of the importance of having strong links with parents and carers and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage.

We explain the school’s 5SBP in the School Prospectus and we expect parents to read these and support them. Parents are also introduced to the programme through a parental information meeting/ video.

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We expect parents to behave in a reasonable and civilized manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to place a child on the Step Up Programme, parents/ carers will be informed via letter or phone call. Parents/ carers should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. The behaviour team may then be involved and, if the concern remains, they should contact the Headteacher and school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

For children who are not responding to the Step-Up programme, the following steps will be implemented to involve parents/ carers.

- If a child has been placed on the programme twice in a half term, and are continuing to break school rules, parents/ carers will be invited in to a meeting with the class teacher.
- If a child has been placed on the programme three times in a half term, and are continuing to break school rules, parents/ carers will be invited in to a meeting with the Deputy Head/ Wellbeing Officer.
- If a child has been placed on the programme four times in a half term, and are continuing to break school rules, parents/ carers will be invited in to a meeting with the Headteacher and a behaviour plan will be devised. The Behaviour Management Team will meet to discuss possible alternative interventions and support for the pupil.

If concerns are still present after a further period of intervention and support, the graduated response outlined below will be implemented:

The Graduated Response

1. Teacher (or ALNCo) identifies that a child has additional learning needs or behavioural difficulties and meets with the parents to discuss the concerns.
2. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the child with his/her parents and record strategies employed to enable the child to progress within an IBP (Individual Behaviour Plan).
3. If progress is not adequate, the ALNCo may seek the advice and support from external agencies.

Bullying

We take bullying very seriously at Derwendeg and aim to manage any unkindness in the early stages before it becomes an issue. Throughout our curriculum we encourage children to think about their feelings and the impact of their actions with regard to others. If there are concerns raised with regards to bullying the behaviour management team will be consulted and the matter will be addressed immediately. The appropriate action will be taken to resolve the situation in an appropriate manner and in accordance with this policy and the school's Anti-Bullying Policy.

Roles

The Role of the Class Teacher

Derwendeg Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Derwendeg Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

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Teachers contribute to the 'Open-Door' policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher/Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Midday Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime through the use of 'Red/Green' postcards and a notebook.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

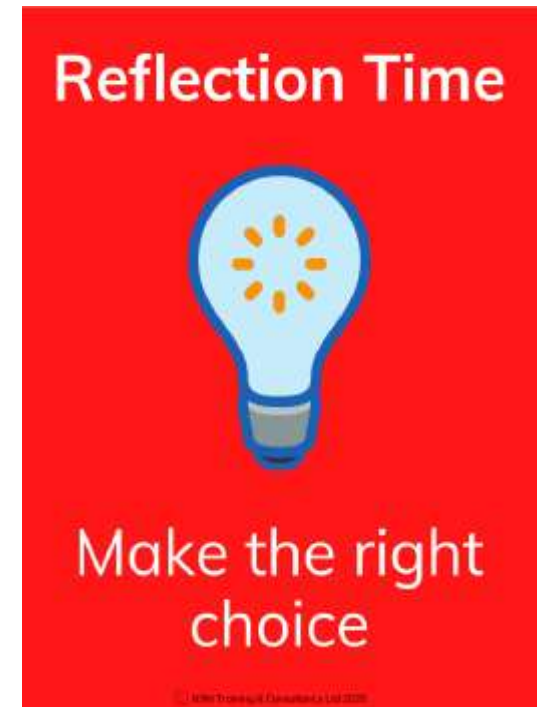
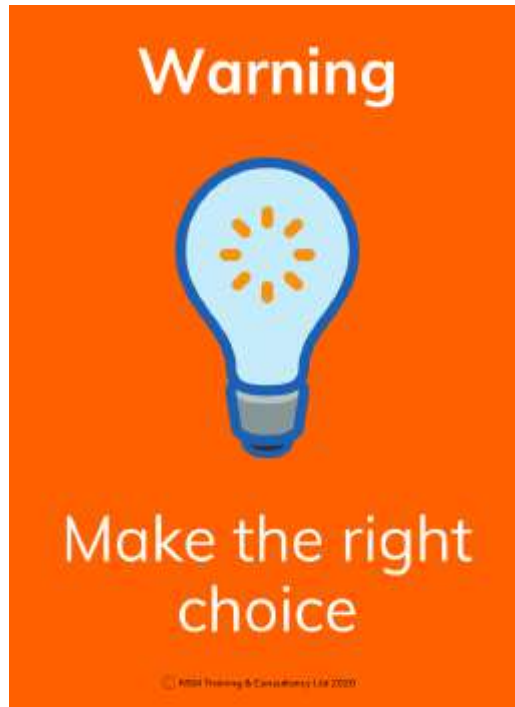
Role of the Headteacher

It is the responsibility of the Headteacher 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (Following LEA guidance).

Appendix 3 (Warning Cards)



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Appendix 4 (Letter Informing Pupil is on SUP – Year 1)

To be sent on letter headed paper.

STEP-UP APPROACH

Dear Parent / Carer,

I am writing to inform you that (name of student) has (short description of incident) and broken school rules. In line with our positive behaviour policy, he/she will now be put on our Step-Up Programme for 2 days, which is run during lunchtime play. This will start immediately and will mean that your son/daughter will be fully supervised during these sessions. He/she will attend the sessions which are designed to help support him/her in making good choices and understanding their behaviour. During this time he/she will not participate in non-curriculum activities, take part in after school clubs or represent the school until the Step-Up Programme is completed.

If he/she displays unacceptable behaviour when on the Step-Up Programme he/she will be given additional sessions to complete.

As you know, the welfare of all our children is important to us and we cannot tolerate any incidents that may affect their safety or wellbeing. School expects high standards of behaviour from all children at all times.

If you wish to discuss this further, I will be only too happy to share this with you.

Thanking you in anticipation of your support as always.

Yours sincerely

Headteacher

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Appendix 5 (Letter Informing Pupil is on SUP – Years 2 -6)

To be sent on letter headed paper.

STEP-UP APPROACH

Dear Parent / Carer,

I am writing to inform you that (name of student) has (short description of incident) and broken school rules. In line with our positive behaviour policy, he/she will now be put on our Step-Up Programme for 3 days, which is run during lunchtimes and breaktimes. This will start immediately and will mean that your son/daughter will be fully supervised during these sessions. He/she will attend the sessions which are designed to help support him/her in making good choices and understanding their behaviour. During this time he/she will not participate in non-curriculum activities, take part in after school clubs or represent the school until the Step-Up Programme is completed.

If he/she displays unacceptable behaviour when on the Step-Up Programme he/she will be given additional sessions to complete. If your child reaches 10 sessions on the programme (3 initial days and 7 additional days), then a lunchtime exclusion may be considered.

As you know, the welfare of all our children is important to us and we cannot tolerate any incidents that may affect their safety or wellbeing. School expects high standards of behaviour from all children at all times.

If you wish to discuss this further, I will be only too happy to share this with you.

Thanking you in anticipation of your support as always.

Yours sincerely

Headteacher