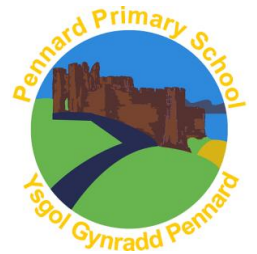


# Positive Behaviour Policy



As a Rights Respecting School Pennard Primary School is a safe and happy place where everyone is valued and where differences are celebrated. We not only teach about children's rights but also model rights and respect in all relationships.

## Introduction

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way so that they become thoughtful, caring and active citizens. It aims to promote a secure environment where everyone feels happy and safe. The primary aim of our behaviour policy is not a system of enforced rules; it is designed to promote, teach, reward and reinforce these positive behaviours in our children.

## Our Values:

As a school, we encourage children to think about personal and social values, to become aware of and involved in the life and concerns of their community and society, thus developing their capacity to lead *fulfilling lives as valued members of society* and effective *citizens of Wales and the World*.

**At Pennard Primary we have a core set of values:**

- **RESPECT** - Self-respect, and respect for others. We promote inclusion and appreciate and value the diversity of people's circumstances and backgrounds.
- **RESPONSIBILITY** – To take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.
- **EMPATHY** - We value empathy as fundamental to the development of healthy relationships. Through which we show compassion, kindness, and friendship.
- **PERSEVERANCE** – Have a 'can do' attitude and aspire to achieve goals.

We expect every member of the school community to behave in a considerate way towards others, treating all children fairly and applying this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will help develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

## Code of Conduct:

All members of the school community should follow our value of **'Respect'** by

- Showing respect for others' feelings, wishes or rights.
- Respecting their own and other people's property and taking care of books and equipment.
- Working hard in class and allowing others to work.
- Being honest and owning up when you've done the wrong thing.

All members of the school community should follow our value of **'Responsibility'** by

- Being well-behaved, well-mannered and attentive.
- Making the most of every learning opportunity to achieve.
- Walking (not running) when moving around school.
- Being punctual.
- Wearing the correct uniform.

All members of the school community should follow our value of **'Empathy'** by

- Being a kind and caring friend to others.
- Treating others in the way you wish to be treated yourself.

- Working together to achieve the best for us all.

In addition, all children should understand

- Physical violence is not acceptable, neither is retaliation.
- Children must not bring dangerous or valuable objects to school, unless requested by class teacher. The school will not be responsible for the loss or damage of such items.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Praise and Reward**

The ethos of the school incorporates recognising and praising good behaviour at all times. Children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. This is achieved in a number of ways and is at the discretion of the member of staff involved. Each Bae may develop its own approach that is developmentally appropriate for the children at that stage.

- Verbal praise
- Sent to another member of staff or Headteacher for praise
- Use of class rewards / inform parents of achievements

Children are encouraged to share their achievements in and out of school in class or assemblies, including achievements obtained out of school e.g. sports activities and clubs. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Sanctions**

Children need to discover and understand where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, and with consideration of the age of the child, as far as sanctions are concerned. Each case is treated individually. As a Restorative Practice school, we use a Restorative Approach to resolve many problems (Appendix 1) Children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, 'time in' with a teacher, letters of apology or other agreed sanction as part of the class code of conduct. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

### **Consequence of inappropriate behaviour:**

To make expectations clear we use a colour system, for example a first warning is yellow but will move to amber at a second warning. The level of consequence is dependent on the seriousness of the issue therefore some behaviour may lead straight to amber or red consequences.

<b><i>A verbal warning is given to the pupil/s</i></b>	
<b><i>A second verbal warning is given to the pupil/s (During the warning, pupil/s may be given time out to reflect on their behaviour.)</i></b>	<b><i>The teacher may decide on an appropriate consequence (as above). At the end of the day parents may be informed</i></b>
<b><i>Referral to the Headteacher, Deputy Headteacher or another member of the senior management team (Pupils are given further opportunity to consider appropriate ways to readdress the consequences of their actions)</i></b>	<b><i>The Headteacher or Deputy will decide on an appropriate consequence</i></b>
<b><i>On repetition of problem behaviour a phone call is made to inform parent/s and request a discussion</i></b>	

The school does not tolerate bullying of any kind, and as such has an Anti-Bullying Policy to this effect. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Major breaches of discipline are generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it. Such breaches of behaviour may lead to exclusion.

Exclusion is reserved for serious offences. If a series of offences together are regarded as a reason to exclude a pupil(s), the previous breaches of discipline will have been documented and the pupil and parent(s) will have been clearly warned. The Head teacher or Deputy head teacher will inform the pupil and parent(s) both orally and in writing of a fixed term of exclusion. This information will include length and specific reason for the exclusion. Parent(s) will be notified that they have the right of making representation to the Governing Body and Local Education Authority.

*This policy may not be followed as set out due to personal circumstances, Additional Learning Needs or other extenuating circumstances. These pupils are likely to have a behaviour support plan/pastoral support plan in place.*

### **Class Teachers**

The class teacher discusses the school Code of Conduct with each class. In addition, each class also has its own Classroom Charter, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour expected in our school.

Class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom charter and school Code of Conduct consistently. Teachers treat all children in their class with respect and understanding.

### **Recording Incidents:**

Staff involved in an incident of unacceptable behaviour are responsible for keeping a record of events using MyConcern. These might include-

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature.

A system of early identification is in place for pupils with acute problems. The system includes recording detailed observation and exploring the nature of the difficulty with the child, parents and other teachers. A record may be used to record persistent misbehaviour.

***Occasionally there is a need for the school to seek advice from the LEA Behaviour Support Team or outside agencies such as Speech and Language Therapy or Child and Adolescent Mental Health Department. Referrals of pupils to such services are made via the school ALNCo and in collaboration with the child's parents.***

An IDP, PSP or Reactive Plan may result as part of this external intervention. The whole process takes the form described in the Additional Learning Needs Code of Practice.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by Lunchtime Supervisors. Lunchtime Supervisors support the school behaviour policy, usually by reminding children of the expected standards of behaviour in our school. The supervisors can refer to the Headteacher or the Deputy Headteacher if necessary. Lunchtime Supervisors must be treated with the respect expected by all adults at Pennard Primary; in the same way as teachers, Lunchtime Supervisors follow a colour coded system. Any warnings are reported back to the teacher at the end of Lunchtime.

<b>A verbal warning is given to the pupil/s</b>	
<b>A second verbal warning is given to the pupil/s</b>	<b>The pupil will be given time to reflect in the Playground timeout zone.</b>
<b>Referral to the Headteacher, Deputy Headteacher or another member of the senior management team.</b>	<b>The Headteacher or Deputy will decide on an appropriate consequence</b>
<b>On repetition of problem behaviour a phone call is made to inform parent/s and request a discussion</b>	

## Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents can help by:

- Understanding that an effective school Positive Behaviour Policy requires close partnership between parents, teachers and children.
- Discussing the school Code of Conduct with their child, showing their support of them and assisting when possible with their enforcement.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Remembering that staff deal with behaviour problems patiently and positively.

## Equal Opportunity

As part of our aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability policy.

This policy was updated in September 2024 and will be reviewed annually

**Next Review Date:** September 2025

Kerina Hanson (Headteacher)

Signature: *Kerina Hanson*

Ally Demicoli (Chair of Governor's)

Signature: *Ally Demicoli*

## Appendix 1:

*Dream, Believe, Achieve Together Breuddwydio, Credu, Cyflawni Gyda'n Gilydd*

September 2024



## Appendix 2:

