



YSGOL GYNRADD ROGIET PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY – PROCEDURES AND PRACTICES

May 2018

INTRODUCTION

When considering the management of behaviour in Rogiet Primary School, three levels of intervention can be acknowledged.

These are:

1. Whole School through:-
 - policies
 - positive school ethos
 - SEAL Initiative (Social and Emotional Aspects of Learning)
 - PSE curriculum (Personal and Social Education)
 - Staff training and development
 - Buildings and resources
 - Involvement (pupils, parents, staff and governors)

2. Teachers and Parents/Carers
 - Develop constructive management
 - Skills in the classroom and at home
 - Adopt specific techniques to develop & promote self-esteem
 - Reduce measures which damage self-esteem
 - Implement strategies to encourage motivation
 - Review practice
 - Support parenting skills
 - Increase parental links – “Partnership with parents and carers..... have a vital role to play in promoting good behaviour in schools. There is much that they could do in their own initiative, but they also need help and encouragement from schools.”

3. Individual Children:-
 - Extend existing skills
 - Teach new skills
 - Promote self-awareness
 - Encourage self-discipline
 - Counselling

A combination of all three levels together with supportive governors provides the most effective plan for the management of pupil behaviour. Such a policy cannot work in isolation, but is inter-linked to other school policies, such as teaching and learning.

STATEMENT OF DISCIPLINE

Good behaviour and discipline in school are essential to successful teaching and learning.

All pupils are expected to behave in a responsible manner showing consideration, courtesy and respect for others at all times. The ethos of the school includes an understanding of these values and promotes honesty, fairness, self-respect and self-discipline.

AIMS

- To encourage and foster the development of self-discipline and self-esteem in the context of self-respect for oneself and others.
- To provide a well-ordered environment where teaching and learning are most effective.

Strategies to achieve these aims:

- . communicating the school's agreed ethos
- . identifying appropriate and inappropriate behaviour
- . formulating a common framework for children, parents, staff and governors
- . encouraging a positive learning environment
- . providing positive feedback through praise and reward
- . opportunities for regular discussion and review of behavioural issues and/or concerns
- . written procedures

Fundamental Agreed Principles

- . mutual respect between staff and pupils
- . consistent and agreed approach throughout the school
- . positive caring relationships
- . positive classroom and school environment
- . recognised alternative approaches
- . encouraging self-discipline through
 - a pupil ownership of class and school rules
 - b) pupil discussion focused on self-evaluations
 - c. pupil understanding of consequences of inappropriate behaviour
 - d. pupil acceptance of adopting alternative behaviour patterns.
- . clear, explicit rules
- . staff support of each other

Procedures and Processes

A pre-requisite is that of clear guidelines for all who work with the school re: expectations of pupil behaviour, organisational procedures, rewards and sanctions, celebrating success and achievements.

• Praise and Rewards

A positive ethos of praise and rewards prevails in Rogiet Primary School. Praise whether written or verbal is present in the classroom and as a whole school concern. Achievement and good behaviour are drawn to the attention of parents and carers.

Rewards through house points and certificates further reinforce a positive approach to good behaviour. Celebrations of such notable achievements are the weekly 'Celebration Assembly,' at the end of a whole school assembly or special event and at the end of year at a whole school and/or Key stage event.

• Dissemination

1. Rules are positive and constructive. Parents and carers are given guidance in the School Prospectus.
2. Pupils are made clear what kind of behaviour is expected of them and how they can expect others to behave towards them. A sense of what is important, valued and what will not be allowed is fostered.
3. Teacher expectation of pupils in respect of behaviour is important. Good behaviour is encouraged rather than punishment of bad behaviour.

• Rules

a) Class Charters

Each year, all pupils within every class contribute to making a class charter. These are finalised by whole class agreement and each class displays their rules in their classroom and on the school website. A class digital charter is also agreed by the whole class to support pupils' understanding of e-safety.

b) School Rules

During assemblies at the start of the Autumn term, the school rules are revised and discussed as a whole school. Suggestions for changes are made. The School Council then agree the decided rules which are then displayed in the school hall and in other school documentation.

- **Promoting Responsibility**

Older pupils are actively encouraged to look after younger pupils on the yard, around the school and on the school bus. Opportunities for greater responsibility are promoted in Year 6 through the roles of buddies, monitors, librarians and House Captains etc.

‘SEAL’ INITIATIVE

SEAL (Social and Emotional Aspects of Learning) is an initiative that has been introduced at Rogiet Primary School, following whole staff training. SEAL is a programme for the development of social and emotional skills. It is based on sound theory and evidence of demonstrated impact, nationally and internationally. As a school it expects:

- Explicit teaching of social, emotional skills. Curriculum planning needs to reflect this.
- Adults modelling good social and emotional skills.
- Building a socially aware learning environment.
- SEAL must be both its own strand and embedded in the curriculum.

A special SEAL assembly begins each half term to introduce the individual theme for the half-term. A special celebration of the unit of work is held at the end. All staff are present for these assemblies.

For further information about the SEAL initiative please see:

www.nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal

- **Pro-Active Involvement of Staff**

It is important that all members of staff are pro-active in matters of school discipline.

a) Within class

With incidences of misbehaviour, in the first instance, the class teacher or member of support staff is responsible for taking the appropriate measures to correct the situation. For repeated occurrences of the same or similar misdemeanours, the pupil may be referred to the Head teacher or Deputy Head teacher.

b) Playtime

Evidence of unacceptable behaviour during the playtime will be dealt with by the duty members of staff. Repeated misdemeanours by pupils will be reported to the Head Teacher or Deputy Head Teacher.

c) Lunchtime

Incidents are corrected by the midday supervisors. Repeated occurrences or ones causing more concern will be reported to the class teacher, whilst serious issues will be referred to the Head Teacher or Deputy Head Teacher.

Recording Incidents – Incidents of a serious nature are record by the Head Teacher or other members of staff. These are reviewed as necessary if further incidents occur. The Head Teacher will inform parents/carers if any incident that is deemed to be ‘serious’ occurs. The Head Teacher reports behaviour incidents to the Governing Body each half term at every full meeting. Incidents of this nature are also reported to Monmouthshire County Council on a termly basis.

- **Sanctions**

A system of sanctions may be used should it be deemed necessary.

These will be tailored to the situation following discussion with staff and at the discretion of the Head Teacher.

These can be divided into three areas:

a) Classroom

- i) repetition of work
- ii) playtime “detention”
- iii) completion of work at home
- iv) withholding of praise

b) School

- i) referral to Head teacher or Deputy Head teacher

- ii) withdrawal of privileges (e.g. playtimes, special activities)
 - iv) informing parents/carers – verbally and/or in writing
 - v) lunchtime exclusion (to be taken home by parent/carers)
- c) Beyond School
- i) referral to off-site unit
 - ii) temporary exclusion for a fixed period
 - iii) permanent exclusion

If pupils are instructed to remain inside during playtime or lunchtime, they must be supervised. The Head teacher or Deputy Head teacher will provide the necessary cover. In their absence another member of staff will supervise the pupil/s.

BULLYING

Bullying of any kind will not be tolerated. Staff must always be aware of the unforeseen circumstances of bullying and act immediately.

(See Anti Bullying Policy for full details)

CONCLUSION

Discipline is most effective when staff can be constructive and positive and when they are specific about what behaviour is expected of a pupil and what is unacceptable. A whole school approach to behaviour and discipline fostered in a climate of truth and mutual respect between teaching staff, pupils and parents/carers is vital to the maintenance of school discipline. Self esteem and self worth should be encouraged through school life.