



"United we, Empower, Nurture and Challenge."

"Wrth uno mae'n ein arfogi i feithrin a herio."

Blackwood Primary School Ysgol Gynradd Coed Duon

Behaviour Policy

Polisi Ymddygiad



SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

Policy Reviewed & Adopted	
This policy is due to be reviewed:	
Ratified by Governors (sign):	
Headteacher's Signature:	

Mission Statement

“United we Empower, Nurture, Challenge”
Wrth uno mae’n ein argofi i feithrin a herio

Empower

We empower our community to take ownership of their learning and pursue their aspirations.

Nurture

We nurture by fostering an inclusive environment that values empathy and resilience.

Challenge

We challenge individuals to set high standards, encouraging motivation and critical thinking for continuous improvement as lifelong learners.



This policy aims to give all members of the school community clear guidance about the rationale, principles, strategies and expectations for behaviour & classroom management at Blackwood Primary School.

Introduction

At Blackwood Primary School we believe that good behaviour and discipline are essential conditions for effective learning and teaching.

It is essential to maintain a well-ordered and safe environment for all our learners which is supported by everyone's commitment to ensuring the good behaviour of all.

All staff and pupils are expected to behave in a sensible and responsible manner at all times. They are expected to achieve this by showing due consideration, courtesy and respect for all members of the school community, as well as personal and public property.

We maintain that developing an ethos of self discipline and self respect is one which is central to staff and pupils meeting the high expectations we set and these values will form a core part of the school's discipline strategy.

Appropriate high self-esteem promotes good behaviour, effective learning, and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

Blackwood Primary has developed its Behaviour Policy around a core set of Values that underpin the strategies employed within our educational environment. These Values serve as a foundation for meaningful discussions with pupils, occurring both formally and informally, thus permeating all aspects of school life. Each month, the attention of our pupils is drawn to a new Value, fostering a culture of reflection and personal growth. Over the span of a two-year rolling programme, a total of twenty-two distinct Values are referenced, ensuring that pupils are continuously engaged with the principles that guide their behaviour and interactions. This approach not only promotes positive conduct but also cultivates an inclusive and supportive atmosphere where every pupil feels valued. Ultimately, the consistent emphasis on these Values aims to instil a sense of responsibility and respect within our school community.

Aims of the policy

Our school strategy for dealing with behaviour is centred on the philosophy of the Assertive Discipline Strategy and Positive Behaviour Management

These are:-

- ❖ The implementation of an agreed set of school rules which will be consistently applied throughout the school.
- ❖ An emphasis on the child's own responsibility for their behaviour - we believe and teach that behaviours are chosen – both acceptable and unacceptable.
- ❖ Forming a partnership ethos with parents/carers to promote good behaviour principles, also to provide networks of support whenever parents deem this necessary.
- ❖ To promote good behaviour using a positive and constructive approach and by treating all pupils fairly and with equity.



The Implementation of our strategy

The Assertive Discipline Strategy is about implementing a consistent set of rules, rewards and consequences.

Rules

The School Rules are defined by three short statements: **Ready, Respectful, Safe.** These rules are displayed in all classroom areas and prominent areas around the school and referred to frequently by pupils and staff alike.

Our Three Rules

Ready - We are ready to listen, learn and do our best.

- We will follow any instructions first time
- We have resources ready to begin our learning

Respectful - We will show good manners and be honest and truthful

- We will use an appropriate voice level.
- We will take care of our school and its property

Safe - We will behave in a safe manner in all areas of the school

- We will stay in seat, class, playground, school unless given permission to leave
- We will keep our hands and feet to ourselves

These rules are generic and apply in all aspects of school life, including break time, lunchtime and off site visits.

All of these rules will be behaviour related and it is expected they will be taught and modelled to pupils when they first enter a new class and such times as deemed necessary.

Each new term teachers will re-introduce the rules and teach children to recognise how to follow the rules.

As part of the Health and Well Being AoLE, opportunities to revisit the rules will inform focussed and independent learning. School assemblies will focus on the important messages of maintaining self control, developing self esteem and displaying acts of self discipline. These will constantly be encouraged and promoted throughout the school day.

Cohort charters

At the beginning of the year, children are encouraged to discuss the three rules in their own year group and explore what they mean to them. A QR code is created so that children can visualise what it means to be Ready, Respectful and Safe.

Agreed whole school rewards and consequences are personalised and adopted by each year group in a cohort charter at the beginning of every year. These are displayed in every cohort's learning environment, throughout corridors and halls in the school.

Code of Conduct



At Blackwood Primary School children follow a specific code of conduct in line with our school rules 'Ready, Respectful, Safe'. Children who do not adhere to this code of conduct may face consequences according to the severity of the incident. Please refer to the appendix for the code of conduct in full.

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. We encourage and reward positive behaviour by implementing various stages of reward as outlined below:

- Using verbal praise and awarding stickers. This is instant, motivational and helps children to realise that good behaviour is valued. This is also reflected in the statement we make when marking work.
- Partner teacher reward – children are sent to other adults in the school to receive recognition of good work, though this should be done without disturbing the teaching of those classes
- Send to Phase Lead for award
- Celebrations in award assembly
- Send to Head Teacher for award
- Communicate with parents via parentmail

A whole school award system – House Points

To encourage good behaviour and attendance, children can be given house points throughout the day by any member of staff. These should be recorded each week on a chart displayed within the year group learning environment. The houses are:

- Beti
- Enfys
- Ioan
- Dewi

Children can gain:

1 house point for excellent listening, good behaviour during lesson times, walking sensibly around the school, good behaviour in assembly, kindness to others, helpfulness, good manners, using Welsh and good behaviour off site, excellent attendance, excellent work, and a positive attitude to all aspects of school.

Every Friday, the Year Six Pupil Leadership Team will add up the points to share in celebration assembly. These points are then collected throughout the year resulting in an overall winning house. At the end of each term, the house with the most points will receive the opportunity to engage in a fun activity.

Consequences

Children need to understand the consequences they could face if they choose not to comply with the school rules. Sanctions/consequences for rule breaking should be displayed in every year group as part of the class charter.

To promote consistency of practice across the school the following steps should be followed in every class.

- 1st verbal warning
- 2nd verbal warning = Reflection time 5 minutes away from group



- Continuing to not comply with rules = time in partner class (5 mins)
- Further failure to comply = member of SLT to support

For serious rule breaking incidents, a pupil can be fast-tracked to Level 4. SLT will make the decision to do the following –

- a letter can be sent home to parents/carers informing them of the rule breaking
- parents and carers can be invited to attend a meeting with the Deputy Head teacher, Head Teacher, member of the SLT or class teacher, as appropriate to address the current issue.
- In serious cases there may be an internal (removal from own learning environment) or even an external exclusion (to be discussed with DHT and/or HT. NB. The HT or in her absence the DHT are the only members of staff who can make a decision to exclude a child from school. (Permanent exclusion may need to be a consideration - see exclusions policy).
- In some cases, pupils may have specific roles and responsibilities reviewed, suspended or removed if they are found to be in serious breach of school rules.

Recording and reporting of incidents

Any incidents which may result in the involvement of parents must be recorded and reported to Head/Deputy Head as soon as possible after its occurrence.

All serious incidents in which pupils or staff have been verbally abused, physically threatened or caused actual bodily harm, acts of bullying and damage potential or otherwise to school or personal property must be recorded on an incident log and saved on edukey. This is recorded statistically to the LA.

Extreme behaviours

For some pupils Assertive Discipline may not be an effective strategy for improving behaviour. On some occasions Individualised Behaviour management Systems need to be employed, which will be recorded on the child's one page profile.

A risk assessment will be undertaken for any pupils whose extreme behaviour is likely to cause injury to themselves and others.

Behaviour that gives extreme cause for concern should be reported to the LA and support services requested. Advice from the Educational Psychologist and Pupil Referral Unit and possible Out-reach support is sometimes required if a pupil's behaviour is proving too challenging for the school to manage alone.

Physical Restraint

All staff undertake Team Teach Training to give them the confidence and strategies they need to de-escalate challenging situations and reduce the need for physical intervention. Through this training staff develop acceptable and authorised responses to disruptive, disturbing, angry, and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. Physical restraint is only used as a last resort when dealing with very challenging behaviour and only if there is deemed to be a significant risk to the pupil, other pupils or property.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which meet the needs of all learners. Children are constantly encouraged to set themselves high standards and to take pride in every piece of work they do. From an early age, children are expected to learn to listen attentively to others, take turns in speaking and getting their teacher's attention.



Teaching methods must encourage enthusiasm for the subject and active participation for all pupils. Praise must always 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. All classes have behaviour areas where rules are clearly displayed. All year groups have 'Proud to Present' areas.

Window of Tolerance

The 'window of tolerance' refers to a zone of emotional arousal that is optimal for well-being and effective functioning. When we are within our 'window of tolerance' we are able to respond appropriately to all that comes our way without being thrown 'off course'. When we are outside of our 'window of tolerance' our nervous system responds by going into survival mode – 'fight or flight'.

Understanding of this concept will help staff to deal with challenging behaviour more effectively.

Staff need to use strategies to deal with low level behaviours appropriately and use appropriate terminology when dealing with behaviour.

Conclusion

Our approach to Behaviour Management in Blackwood Primary School evolves from our ethos. We want our pupils to be happy, secure, and confident individuals who can live side by side in harmony, respecting one another. It is incumbent upon all staff, governors and pupils to provide positive models of behaviour so that the whole school community reflects our values.



Appendix 1

Behaviour Descriptor

Low Level Disruption	'Major' (serious) behavioural incidents
<p>This is behaviour which does not bring teaching and learning to a halt but can prevent pupils (both the disrupter and the disrupted) from learning and reduces available teaching time. The pupil will show these behaviours persistently with their usual teacher.</p> <ul style="list-style-type: none">- Persistent out of seat behaviours/classroom 'wandering'- Interfering with others' person or possessions- Frequent calling out- Often talks over teacher/ disruptive noise-making- consistently slow to settle/short attention span- squabbles with others consistently- answers back- non-compliance (failing to follow instructions first or second time)- little/poor quality work completed- consistently forgetting PE kit/materials/homework	<p>These are incidents that bring teaching and learning to an entire halt (demanding total teacher focus), pose a significant risk to the safety of the pupil or others (peers and staff), require restraint to be used (or the calling of staff support). e.g.</p> <ul style="list-style-type: none">- running out of the classroom without permission- deliberate physical assault on a pupil- deliberate physical assault on a teacher- leaving school premises without permission- threatening staff or peers with apparent intent to carry out threat- Use of or threatening to use a weapon- major acts of vandalism – damage to school or others' property- swearing at a staff member

Appendix 2 BPS Code of Conduct



At Blackwood Primary school, we agree to be **Ready** to learn, **Respectful** to others, and **Safe** in our actions in school and at home.

I understand that as a member of the BPS community, I must always:

- ❖ Arrive at school on time with all of my equipment, 'ready' to learn every day
 - ❖ Treat adults and other pupils with 'respect' and courtesy
 - ❖ Work hard in class and 'respect' that everybody has the right to learn
- ❖ Be 'respectful' at all times and follow the agreed class charter and school rules
 - ❖ Look after other people in the school and help keep each other 'safe'.
- ❖ Behave responsibly online in school and at home - knowing how to stay 'safe' in a digital world
 - ❖ 'Respect' and look after the school and its equipment

- I understand the school code of conduct and sanctions that may be used if I break this code of conduct. I have discussed the code of conduct and sanctions in school and at home.
- I understand that if I seriously misbehave or behave in a way that is a danger to myself or to others, then I may face consequences.
- I understand that I must behave positively both in school and at home in line with the code of conduct.
- I understand that if I am not a model of good behaviour regularly I might face further consequences or loss of privileges/responsibilities as a result.
- I understand that I am responsible for my learning, and making every school day count.



