



Behaviour Policy

Policy reviewed: *Autumn 2022*
Policy valid until: *Autumn 2025*
Policy owned by: *The Headteacher*

Headteacher: _____

For and on behalf of the Governing Body: _____

Policy status

Statutory with review every 3 years

Consultation

This policy was established and reviewed by the all school staff in consultation with the Governing Body.

Purpose and Mission Statement

At Ysgol St George we work together to provide the children in our care with an excellent education, whilst nurturing and caring for their needs as they develop and grow.

We strive to provide a caring, Christian ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together supportively, this will enable all to reach their full potential, emotionally, socially and intellectually.

Our school motto is;

Learning and succeeding in our caring Christian community

This encompasses all that we do. We aim to learn about life-long behaviours as well curriculum content to ensure that all learners are fully equipped with a moral compass, skills and the education necessary to secure future successes.

Our school's learning powers are:

Being Cooperative

Enjoying Learning

Never Giving Up

Concentrating

Being Imaginative

Being Curious

Keeping Improving

Having a Go

To ensure we are successful, we need to:

Caring for ourselves – Gofalu amdanom ein hunain

Caring for each other – Gofalu am ein gilydd

Caring for our school – Gofalu am ein hysgol

We do this by planning and providing for each child as an individual; ensuring support and challenge in all areas. We believe that this is only possible through working together and creating clear routes of communication. Confidence in a school comes from knowing and understanding what is happening within it. We aim to involve all parents, families, guardians and members of our local community. We sincerely believe that all adults involved in a child's life have a direct impact and by working together we can ensure success.

We pride ourselves on having an open door policy and view it as the first step in a process of partnership between home and school.

Aims

- To develop the key behaviours required for lifelong learning.
- To enable all pupils to be confident, capable and independent learners.
- For pupils to be able to engage with new, unfamiliar experiences, ideas and people.
- To show an interest in their work and sustain concentration.
- To seek solutions when the first approach is unsuccessful.
- Ready to learn at the start of lessons
- Able to work in a range of ways e.g. independently, small group or whole class.
- Respect the contribution of others e.g. by allowing others to speak or by remaining calm when others disagree.
- Demonstrate appropriate behaviour around the school and activities such as whole school assemblies.

- To show care and relate well to their peers and others.
- To celebrate success

Having high expectations, being positive role models and rewarding pupils enables us to promote positive behaviours. This policy is designed to promote appropriate and positive behaviour rather than merely deter inappropriate behaviour.

Roles and responsibilities of the Headteacher

- Implement the policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of unacceptable behaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).
- The Headteacher has the responsibility for giving in-house exclusions. The Headteacher has the responsibility for giving Fixed Term Exclusions. Exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors and LA have been notified.

Roles and responsibilities of other staff

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen, are listened to and show care towards others.
- Enable pupils to gain the ability to make choices about their behaviour.
- Enable pupils to be confident about their learning and enjoy it.
- Enable pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviours.
- Use the Class Warning sheet when necessary.
- Inform parents about their child's behaviours and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities (see Appendix II).

Roles and responsibilities of pupils

- Show care for others.
- Listen to others.
- Learn/work co-operatively.
- Understand the school's motto.
- Resolve disputes positively.
- Show care for their environment.
- When necessary carry out self-monitoring.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of their own emotions and actions and take responsibility for these.

Roles and responsibilities of the Governing Body

- Support the school in the implementation of the policy.
- Inform the Headteacher, when necessary, about behaviour issues so this can be taken into consideration
- Review the effectiveness of the policy.

Implementation

See appendices.

Equal Opportunities

The curriculum will be differentiated appropriately to meet the diverse needs of our children. All children have the right to be included in the life of the school. (see Strategic Equality Plan for further information)

Arrangements for policy monitoring and evaluation

The effectiveness of this policy will be regularly monitored by the Headteacher and school staff

- Positive behaviours are celebrated daily.
- Classes aim to receive a Class Reward through working together on positive behaviours.
- Unacceptable behaviours may result in loss of part of a lunchtime. (see Appendix 1 – Rewards and Consequences).
- Behaviour Logbooks collected every week, behaviours tracked.
- The school keeps a variety of records of incidents of unacceptable behaviour – class behaviour logbook, reflection book, Headteacher’s records, home/school diaries.

Review

The policy will be reviewed in line with the school’s review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved. This policy is a working document.

This policy is available on the school website, and in translation, on request.

APPENDIX I - Rewards and Consequences

(displayed clearly in all classes)

Rewards

To reinforce good work/learning, behaviour and attitude, we use

- Verbal praise.
- Certificates and stickers given out during Celebration Service.
- Pupil's work displayed throughout the school.
- Children sent to Head teacher to show their work.
- Whole class reward system (class vote for reward eg. Pyjama party, DVD afternoon).
- Individual classes aim to work together for a whole class reward.
- Classes highlighted and congratulated in Celebration Service (Behaviour Logs monitored weekly).

Consequences

<i>Examples of Behaviour</i>	<i>Consequence</i>	<i>Comments</i>
Swinging on chair Interrupting/calling out Losing concentration/Going off task Running inside the school building Ignoring instructions Silly noises Pushing in line Repeated behaviour from above after receiving a chance.	Quiet reminder. Moved from green to amber on class record sheet	Class 2 and 3: Class record sheet to be filled in to reflect this. Class 1: Child's name moved from green to amber

- Pupils have a chance to redeem themselves and move back to green if they try hard to "turn things around"
- If a pupil continues to choose the "wrong" behaviour, they will move to red. They will see the Headteacher to discuss their choices and parents will be contacted.
- Class record sheets will be collected in by the Headteacher at the end of each week. If a pattern has emerged or if there is a sudden change in behaviours, pupils will meet to discuss and reflect upon their behaviour choices.
- Younger pupils (Class 1) will spend time reflecting on their behaviours more often than weekly.

APPENDIX II – Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers, Headteacher and governors.	To ask for support when needed. To offer support to peers and Headteacher
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the school's system, policies, expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills and knowledge in behaviour management.	To support others in their skills and knowledge in promoting positive behaviour. To acknowledge areas of own behaviour management skills and knowledge that could be developed. To try/use and evaluate new approaches.

Pupils

Rights	Responsibilities
To be treated with care.	To behave respectfully towards others.
To be safe.	To behave in a way that keeps others and self safe.
To learn.	To be willing to learn. To allow others to learn. To attend school regularly.
To make mistakes.	To own mistakes and learn from them. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

Parents/Carers

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others.
To be kept informed about their child's progress.	To talk to teachers if they have any concerns. To talk to their child about what he/she does in school. To ensure their child attends school regularly.

To be listened to.	To listen to others.
To have access to information on the school's procedures for positive behaviour.	To acknowledge/respond to information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

APPENDIX III – Procedures

Stage 1

Persistent unacceptable behaviour over a few weeks – Parents informed behaviours

Stage 2

Continued behaviour resulting in regular days on amber – Parents invited to a meeting with Class Teacher and Headteacher.

Stage 3

Referral to County Behaviour Support Team, Parents informed.

Extreme Clause Behaviour

Phone call / In-house exclusion / Fixed term exclusion / Permanent exclusion

Individual Behaviour Plans (IBPs)

If a child displays regular difficulties with their behaviour, Individual Behaviour Plans are drawn up. These are written by the Class teacher and the child. They are reviewed regularly every half term.