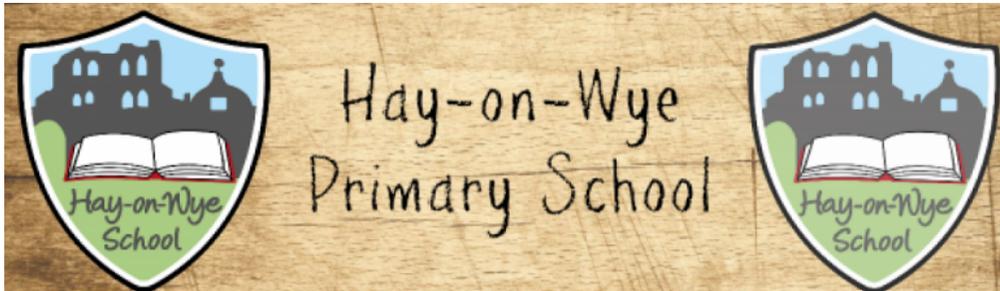


Ysgol y Gelli Gandryll



“Dysgu, Cyflawni a Gofalu ar y Cyd”

“Learning, Achieving & Caring Together”

Hay-on-Wye CP School Relationships, Wellbeing & Readiness to Learn (Behaviour Policy)

SignedDate (Chair of Governors)

SignedDate (Headteacher)

Policy for RELATIONSHIPS, WELLBEING & READINESS TO LEARN

Hay-on-Wye CP School is a nurturing, 'relationship first' school where everyone has a right to feel valued, included, safe and treated with respect.

We believe that our pupils want to behave well and that, with the right support and guidance, all children can get better at managing their behaviour.

We believe that our pupils are happy when they behave well and when this is recognised and celebrated by other members of the school community.

We believe that when children's needs are met well in school they are better able to become good learners.

We believe that all adults can learn strategies to support children in managing their behaviour in a positive way.

We are attachment-aware and understand the possible impact of past trauma on an individual's behaviour.

We expect to fulfil these aims through a consistent approach to children's behaviour, whilst understanding that children have different needs. This may mean that two children could be involved the same incident but the outcome for each child could be different. The circumstances for each child will be reviewed and all relevant information will be taken into consideration. The support needed will also be decided dependent upon the nature and severity of the incident.

Staff receive on-going training to help them understand the underlying issues that may affect a child's behaviour. We actively work to build trust and rapport with our pupils and between pupils. We also practise techniques for responding to challenging behaviour in non-judgemental and supportive ways. We celebrate our pupil's positive behaviour choices and work to raise their self-esteem.

Training

- ELSA
- ACE
- TEAMTEACH
- PDA
- Incredible Years
- Peer Mediation

Building trust and rapport with and between pupils

- All staff are responsible for developing positive relationships with all pupils, in and out of the classroom.
- Opportunities to develop positive relationships are planned into the curriculum through, for example: PSE; circle time; family acts of worship and council meetings.
- Positive relationships between pupils are also developed peer mediation sessions.
- Positive relationships are modelled by all staff.

Responding to challenging behaviour in non-judgemental and supportive ways

- Staff and pupils use a variety of strategies and mutual respect to connect, review boundaries and problem solve positive approaches to managing challenging behaviour.
- Friendship and behaviour issues are addressed through Peer Mediation groups.

Celebrating our pupil's positive behaviour choices

- Staff understand the powerful, positive impact on behaviour of 'catching children when they are good', that is, noticing specific behaviours that we want to develop.
- Merit certificates are awarded to pupils for positive behaviour, kindness and thoughtfulness/consideration to others, as well as for achieving quality work for their ability. These are shared with parents via schoop.
- Where home-school records of behaviour are used, positive comments outweigh negative comments.

Equal Opportunities

All pupils are provided with the support they need to develop positive behaviour, self-esteem and self-belief, regardless of gender, race, ability or nationality.

School rules

We have just four simple rules:

- 1. Kind Actions**
- 2. Kind words**
- 3. Show Respect**
- 4. Ready to Learn**

A consistent approach

At Hay-on-Wye Primary School we deal with all behaviour consistently in order to create the boundaries children need in order to feel safe, thrive and learn whilst understanding that children have different needs.

- we celebrate when our children are following the school rules
- we use a calm, assertive approach when reminders are needed
- we model good behaviour at all times
- we have the highest expectations of behaviour in our school, from staff, pupils, parents/carers and visitors
- we understand that some children will need additional support in order to learn to make the right choices and that all children will learn at different rates
- we involve parents/carers in the rewards and consequences for a child's behaviour
- we use our professional judgment, knowledge of the child and advice from outside agencies to support children to move forward
- we always use the smallest consequence necessary to help the child learn

- we apply consequences consistently and fairly
- we give children the opportunity to reflect on their choices and make changes if necessary

How do we teach children about the right and wrong choices?

At Hay-on-Wye Primary School children are taught about right and wrong choices in every area of the curriculum and in particular through PSHE, Peer Mediation and in Wellbeing sessions.

Pre and post-school

This behaviour policy extends to the time directly before and after school as well as during the school day.

Playtime and lunchtime

- Lunchtime supervisors work with staff to develop positive behaviour strategies.
- Children are supervised at all times. Staff on duty at lunch or playtime provide activities for the children which promote positive relationships through play.
- When school rules are broken in a more serious way, for example when a pupil hurts another pupil, the lunchtime supervisors make sure that any immediate danger of harm is removed, which may include bringing a child back into school, and hand the responsibility for dealing with the incident over to the head teacher or other senior staff.

Consequences of actions

(For incidences involving bullying, see Anti Bullying Policy)

We always seek to give the smallest consequence possible and then work with the child to problem-solve better choices and help them make amends. The decision as to which consequence is appropriate will be a judgement call made by a member of staff who understands the child's needs.

NB: We aim to start all conversations with CONNECTION before CORRECTION.

When we make the right choice...	When we make the wrong choice...	Who is responsible?
specific verbal praise- English/Welsh e.g You were really good at moving away from when he was annoying you. Bendigedig!	specific warning/reminder of school rules (kind actions, kind words) Predict success- they will listen to you Distraction technique may be used e.g. if a child is not lining up well, ask them to help you to decide who is lining up really well Competition- which class/group is lining up best?	Member of staff directly responsible for children
stickers/ marbles/ raffle tickets	minutes of time away to reflect with teacher/teaching assistant/ adult in charge OR in a specific place (for the smallest but most effective amount of time, this can be repeated/increased) Warning needs to be given if time away is not being effective	Member of staff directly responsible for children
go tell/show another teacher	time away to reflect in another class	Member of staff directly responsible for children Conversation with partner teacher
go tell/show the head teacher	time away to reflect with head teacher or deputy head teacher	KS2- another child to collect class teacher to escort child in need of time away

celebration merit assembly certificates presented and work/action put into the Golden Book	conversations between pupil, peers and head teacher, which may lead to group/peer support improvement	Member of staff directly responsible for children to plan a way forward with head teacher/deputy
on-going positive feedback about what is working well from the group of parents/carers and staff supporting the child's behaviour	conversations between teacher, head teacher, parents/carers and pupil which may lead to a behaviour plan to support improvement	Agreement between Head teacher and class teacher that outside agencies may need to be involved
However, a single incident could be considered serious enough to warrant a conversation with parents/carers. This should be done by the member of staff who has dealt with the incident		

All consequences must be given in a way which is fair and without prejudice. Consequences should help the child reflect on their behaviour and work out a plan, which may involve support from staff or from a Guardian Angels group of trusted peers, to help them put things right. They should **NEVER** intentionally humiliate the child or reduce his or her self-esteem. Consequences should not prevent a child from forming good relationships with fellow pupils, by isolating him or her on a regular basis. The head teacher should be informed whenever necessary.

Strategies to improve behaviour

In addition to rewards and consequences, the following strategies are used throughout the school to support good behaviour, build self-esteem and develop a strong sense of pride in the school:

- Collective Worship – whole school and in-class - to establish the moral climate of the school;
- Reading, Maths & Wellbeing Partner sessions – 10 minute sessions eg. YR. 6 pupil working with a Yr.3 pupil, Yr. 5 with Yr.2, Yr. 4 with Yr.1 and Yr. 3 with Reception. The 'leaders' are briefed by the 'younger learners' class teacher as to what strategies they could use and how; leaders are role models for younger learners, with the opportunity to explain and communicate benefiting all.
- Personal and Social Education taught as both a discrete and cross-curricular subject
- Circle Time/PSE/Wellbeing to enable pupils to discuss behaviour issues and strengthen their relationships with each other;
- Peer Mediation- working with groups of children to combat bullying in a blame-free way by raising self-esteem and improving communication;
- School Council – annually update their own guide to tackling bullying;
- 'Playground Buddies' who are identified as 'special friends' to support children at breaktimes;

- breaktime activities and equipment to help children to play and cooperative with one another;
- staff meetings and INSET, where staff discuss behaviour issues and develop their own behaviour management expertise;
- extra-curricular clubs which motivate pupils and develop personal dimensions which cannot always be fulfilled in the classroom;
- a stimulating educational environment which makes children and staff feel good about the school and about themselves – attractive classrooms; library; outdoor areas; sporting, musical and cultural opportunities; FOS events; community links; links with other countries;
- opportunities for pupils to have responsibilities –Peer Mediators, School Council, break-time buddies etc. – and to work co-operatively with each other;
- pro-active involvement of parents – both at Parents’ Evenings and when incidents arise – to raise concerns about behaviour and harness their support and co-operation;
- positive transition plans between classes in the school, also between ‘Little Stars’ and Reception class and Year 6 and High School;
- our Positive Behaviour Policy, Anti-Bullying Policy and the School Council’s guide to bullying are published on the school website so that all stakeholders are clear about our approach to behaviour in school;
- involvement of LA advisory team to support training;

Conversations between teacher, head teacher, parents/carers and pupil which may lead to a behaviour plan to support improvement

When a pupil needs more specific and sustained support to improve behaviour, teachers refer for advice to senior staff and the ALNCo. Discussions begin with a review of strategies that have already been tried and the impact they have had over time. The following additional support may then be put in place:

- Parents/carers are invited to discuss additional support with the class teacher and the head teacher. In these meetings it is made clear that our objective is to work together to support the pupil.
- Outside agencies, such as Action for Children counselling, may be recommended to support the pupil and/or the family. In order to access this support, parents/carers are invited to complete CAF forms with the head teacher.
- The LA advisory team may be involved to ensure early identification of pupils with specific behaviour issues. External agencies are notified and assessments carried out as soon as possible.
- An Individual Behaviour Plan (IBP) is written and agreed to by all parties involved. This must include precise and realistic behaviour outcomes for the child to work towards and is reviewed at least twice a year.

Exclusion

In the event of violent behaviour, the school may be forced to temporarily exclude a child and Powys guidelines will be followed in order to do this. Exclusions will require the involvement of the Governing Body and LA officers, with parents being made aware of their right to appeal. Detailed records must be kept of what the school has done to prevent a child from being excluded, as exclusion will always be a last resort. (*See Appendix - Reasons for Exclusion*)

Social Inclusion

As a school with staff who are ‘ACE’ trained, we understand how life experiences can alter the way in which our brains work.

The aims of the school’s policy of inclusion will be to:

- retain children in mainstream classes
- modify behaviour using positive strategies outlined above
- build self-esteem
- help pupils to develop social skills
- promote and develop positive attitudes towards learning.

With the agreement of an Educational Psychologist, the curriculum may be modified for such children, however it must remain broad and balanced and will need to;

‘promote the spiritual, moral, cultural, mental and physical development of the pupil, at school and in society, and prepare the child for the opportunities, responsibilities and experiences of adult life’ – Education Act 1996.

Where the curriculum is modified, the child will need an I.E.P. (Individual Education Plan) or I.D.P. (Individual Development Plan) and any disapplication from the National Curriculum must be monitored.

Links with External Services

Where necessary, the school will be supported by the Local Authority’s Inclusion Pathway and will work closely with the following:

- The Education Psychologist
- Local Authority officers responsible for ALN and Social Inclusion, whose main role will be to support the school and the family, to provide curriculum advice and specialist help;
- Outreach support workers (e.g. staff at Ysgol Penmaes)
- ‘Action For Children’ service
- KOOTH
- CYPP staff who specialise in supporting pupils and families;
- Psychological Service;
- Education Welfare Officers (monitoring attendance);
- CAMHS
- Powys Mediation;

- Health Visitors;
- Police (if necessary)

The child's parents will be encouraged to support the child and the school in its efforts to integrate the child and prevent a permanent exclusion. It is expected that the parents will be involved in meetings between the school, the LA and other agencies.

Restraint and Handling

Members of the school's teaching and support staff will be authorised, in extreme cases, *'to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption'*. – Section 550A of the Education Act, 1996. Team Teach training for selected staff will be provided.

In conclusion, the school will support the child and its family and do all in its power to achieve the above aims of social inclusion.

Roles and Responsibilities

Improving and maintaining good behaviour throughout the school requires the effort, co-operation and consistent support of all members of the school community.

Management of pupil behaviour.

The consequences of choices chart, set out on pages 7 and 8, gives an indication as to who should be informed about a particular incident but staff will use their professional judgment as whether it is necessary to go straight to a more senior member of staff.

When children make small wrong choices in school, accept the consequences and learn from the experience, it will not be necessary or practical to inform parents/carers every time.

However where a pattern is developing and the child is not learning from their behaviour then parents/carers will be informed by class teacher or senior staff and the school will work with the parents to help the child learn to make the right choices.

The roles and responsibilities of the school community are as follows:-

Head teacher

The head teacher will be responsible for:

- Maintaining discipline at the school in line with the school's Positive Behaviour Policy;
- Promoting self-discipline and proper regard for authority among pupils;
- Encouraging respect for others and implementing an effective anti-bullying policy;
- Regulating pupils' conduct and defining the standards of behaviour the school wants to achieve;
- Harnessing the support of staff, pupils and parents to ensure this is realised;

- Supporting all members of the school community – staff, pupils and parents – in its aim to promote and maintain good behaviour.
- Monitoring all aspects of the school’s Positive Behaviour and Anti-Bullying Policies.

Teaching Staff

“The most committed teacher finds it difficult to raise attainment in situations where discipline cannot be effectively managed; conversely, the pupil who feels he or she is succeeding in school work is less likely to pose a behaviour problem”

- Powys LEA “Behaviour Support Plan”, 2001

Classroom teachers have a prime responsibility for pastoral care and for establishing good classroom behaviour management. They will understand that good classroom teaching reduces discipline problems and that behaviour outside the classroom can be an indicator of behaviour and attitude inside the classroom.

Class teachers are responsible for:

- Upholding the system of rewards and sanctions which underpin the Positive Behaviour Policy;
- Establishing, with the children’s help and co-operation, classroom rules which support the School Rules;
- Having clear aims for the children’s academic and social development;
- Creating a stimulating, orderly classroom environment which encourages pupils to be well-organised and proud of their achievements;
- Providing a curriculum which will challenge all pupils at an appropriate level and be relevant to their needs;
- Implementing all agreed whole-school strategies to develop good behaviour;
- Attending INSET, where necessary, to develop their own professionalism;
- Liaising with the head teacher and parents, where appropriate, in matters related to pupil behaviour;
- Developing a sense of responsibility and self-discipline in children and, by the use of praise, building up all children’s self-esteem.

Teaching Assistants

The role of teaching assistants is to:-

- Assist teachers in all aspects of pastoral care and in promoting self-discipline in pupils;
- Implement all aspects of the school’s Positive Behaviour and Anti-Bullying Policies.

Midday Staff

Midday staff, both lunchtime supervisors and canteen staff, are responsible for:

- Supporting the school’s Positive Behaviour Policy and Anti-Bullying Policy and discussing any concerns or problems with the relevant members of staff;

- Doing their utmost to promote positive relationships and good behaviour in their dealings with all children.

Parents/carers

Parents are responsible for:

- Supporting the school and its efforts to promote and maintain good behaviour;
- Being aware, from the Reception Class onwards, of the role they play in helping their children to be socialised and ready for learning at school;
- Attending Parents' Evenings and discussing any problems related to behaviour with their children;
- Working in partnership with the school, as described in the Home-School Agreement.

Pupils

Pupils will be responsible for adhering to the School Rules – in all areas of school life – and doing their best to develop positive, constructive relationships with all members of the school community.