



Eyton Voluntary Controlled Church in Wales Primary School



Behaviour Policy

Our overall ambition in all we do is to ensure our pupils have excellent opportunities to develop into:

- ✓ ambitious, capable learners, ready to learn throughout their lives
- ✓ enterprising, creative contributors, ready to play a full part in life and work
- ✓ ethical, informed citizens of Wales and the world
- ✓ healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

This policy on behaviour and discipline has been compiled with the consultation of the teaching staff and approval of the School Governors.

Staff Aims

1. To develop in the pupils a sense of self-discipline and an acceptance of responsibility for their own actions and consequences.
2. To create conditions for an orderly community in which effective learning takes place. There is mutual respect between all members of the school community, the school and the surrounding environment.

The aims will be best achieved within the framework of a relaxed and pleasant atmosphere which is conducive to learning both academically and socially, encouraging and stimulating pupils to fulfil their potential both in and out of school.

The teaching skills, commitment, character and personality of staff are of paramount importance. The standards the staff set and the relationships they build with the pupils are major determinants on maintaining effective discipline.

The discipline structure at Ysgol Eyton is to moderate and improve the behaviour of our pupils. All staff recognise that all behaviours are a method of communication from the child. Most children react favourably to praise; staff responses should always be positive, with encouragement and firm boundaries calmly reinforced. If sanctions must be used, then they should be short, appropriate and fair.

Time should be taken to talk with the pupils; find the reason for the behaviour; form a plan to rectify their action and find a way forward.

In conclusion

1. Consistent, calm adult behaviour.

2. First attention for best conduct.
3. Consistent routines.
4. Restorative follow up.

It is important that the child understands that it is the behaviour that is being challenged not the child as a person.

Expectations

- ☐ Pupils have good manners and conduct themselves with courtesy and consideration for others.
- ☐ Pupils behave in an acceptable and correct way especially when outside the school, and particularly when wearing school uniform.
- ☐ Pupils have a pride in their own work and have respect for their own and others' possessions.
- ☐ Pupils look after the younger children within the school and those who need help.
- ☐ Pupils move about the school in an orderly manner, without running and be ready to step aside to let others pass and help by opening doors etc.
- ☐ Pupils keep the school grounds and environment tidy and clean.
- ☐ Pupils treat others as they hope to be treated themselves.

Praise and Encouragement

Praise can be given in many ways and may include the following:

- ☐ House points – counted each week and winning house shared in celebration assembly.
- ☐ Seren Yr Wythnos certificate – shared in celebration assembly and in school newsletter
- ☐ Stickers and raffle tickets
- ☐ A quiet word or a 'pat on the back'.
- ☐ A written comment on their work, either generally or on a specific point.
- ☐ Showing the work to the class, a colleague or head by the pupil.
- ☐ Public acknowledgement
- ☐ Use of school reports and parents' evenings to comment favourably, not only on academic work but on general conduct, attitude and involvement.
- ☐ To be given a privilege or responsibility.
- ☐ Marble in the jar for whole class reward.
- ☐ A letter to or a good word with parents informing them specifically of some achievement deserving praise.
- ☐ Visiting the Headteacher, for special sticker/prize.

Pastoral Care

Pastoral care forms an important part of the disciplinary framework. The teacher/pupil relationship is the foundation of successful pupil discipline.

- ☐ A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling. However, this should also extend to the deliberate building up of an understanding and relationship with the child which will make discussion of attitudes and criticism of poor achievement or behaviour acceptable.
- ☐ Class teachers have specific responsibility for each class member. It is important that the teacher has time to spend with a pupil having behavioural and disciplinary problems.
- ☐ All staff are aware that they have the support of the senior staff in the school. This support can be extended to the LA's professional support services if it is necessary.
- ☐ School can currently provide Fun Friends, S.A.P, ELSA and TRAC+ is available for Year 6 pupils.

Consequences – The Range of Sanctions Available

Children must be taught that there are clear, consistent and fair consequences to their actions, both positive and negative. The class teacher should make decisions about appropriate consequences within the guidelines of the school policy.

The following suggestions generally start with the less serious and end up with the more serious sanctions (e.g. damaging school property, leaving the premises, physically and verbally attacking a member of staff). Our sanctions are listed below for low level behaviour.

Sanctions (to be used like a ladder – moving down)

- ☐ Warning/ reminder
- ☐ Reminder of a time they displayed a behaviour you liked.
- ☐ Reminder on consequence
- ☐ Lose 5 minutes of break
- ☐ Lose Golden time
- ☐ See Headteacher
- ☐ Speak to parents - parental consultation should come at an early stage especially if the class teacher is concerned about the matter. Such steps need to be recorded.

If behaviour is deemed to be more serious, staff should take the following steps:

- ☐ With parental consent, discuss the pupil at iTAS meeting.
- ☐ With parental consent, action a referral to outside agencies (e.g. Behaviour Support).
- ☐ Short-term suspension/exclusion for defined period. This would be after consultation with Governing Body.
- ☐ Long-term suspension pending action by the Governors and/or L.A.
- ☐ Transfer to an LA designated unit for pupils with particularly challenging behavioural needs.

These steps are only used after consultations with the pupil, parents, Governing Body and LA. Hopefully, many of the sanctions will never need to be used at Ysgol Eyton, but are listed as a procedure to be processed if the occasion arises.

This policy is updated in line with our school improvement cycle.

