



# **Llantilio Pertholey** **Church in Wales Primary School**

## **Pupil Behaviour Policy**

Author	Helen King
Date presented and accepted by the Governing Body	23 <sup>rd</sup> November 2020
Date shared with staff	24 <sup>th</sup> November 2020

## **Introduction**

This document is a statement of the aims and strategies for ensuring positive behaviour through good pupil discipline.

## **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil discipline at Llantilio Pertholey Primary School. Schools have a duty to promote the well-being of pupils. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

## **Aims**

The aim of Llantilio Pertholey Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. This policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where we all feel happy, safe and secure.

The primary aim of the policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

*“As a teacher, you want the optimal classroom environment in which you can teach and your pupils can learn. To create this environment you must increase your ability to influence your pupils to behave, in spite of the problems pupils bring with them to school”.*

Lee Canter.

Assertive discipline (AD) is the underwritten policy in governing behaviour in Llantilio Pertholey Primary School. We define an assertive teacher as *“one who clearly and firmly communicates his/her expectations to his/her pupils, and is prepared to reinforce his/her words with appropriate actions”.*

Assertive teachers communicate their influences by sending a very clear message to their pupils. By doing this an assertive teacher is empowered to reach his or her own professional goals, and also meet the needs of pupils. Importantly it is also a way of encouraging our children to take responsibility for their own behaviour. It provides an opportunity for children to change their behaviour if they choose to do so.

AD works through the effective use of positive praise. Care is taken to reward pupils who are behaving well and positive statements are used to challenge poor behaviour. It is well researched that by praising a child who is sitting up nicely that this can also influence children who are not sitting up nicely. At Llantilio Pertholey Primary School we have agreed that this technique will always be our first strategy for improving behaviour. The phrases “I like the way that..... is sitting” or “Well done.....for sitting so nicely, I need you to....., I am looking for.....” should be used consistently throughout the school to ensure that we foster a positive ethos within the school.

## **Objectives of assertive discipline**

- To encourage pupils to behave appropriately.
- To increase pupils’ self-esteem.
- To reduce problem behaviour.

- To create a positive classroom climate for teachers and pupils.
- To create a consistent approach that establishes set boundaries and expectations throughout the school.
- To empower teachers to deal with discipline problems in a calm and fair manner.
- To empower an approach that teaches good behaviour and establishes positive relationships with pupils.
- To treat all pupils equally.

In creating a positive learning environment, the staff at Llantilio Pertholey Primary School aim to:

- Establish rules that clearly define the limits of acceptable and unacceptable pupil behaviour.
- To teach pupils to consistently follow rules and directions throughout the school day and year.
- To ask for assistance from parents and other agencies when support is needed.
- To establish a series of rewards and sanctions to accompany a whole school common classroom approach.
- To ensure the AD is used by other members of the school community, eg support staff, midday supervisors in a common approach.

To reinforce good behaviour, at Llantilio Pertholey Primary School we teach the children manners and values, which underpin the ethos of the school. In addition we have a school mission statement which promotes tolerance, kindness and positive behaviour.

At Llantilio Pertholey we believe that if all staff use the same approach to the routine situations faced in school, pupils will become used to what is expected of them. This will have a positive effect on discipline. Therefore we have a number of procedures for routine events. These are:

### **1. Key Questions**

When intervening with a behaviour incident we should use key questions:-

I am going to speak to both of you but I am going to speak to\_\_first. I do not want you to interrupt.

- 1. What** has happened?
- 2. What** should you have done instead?
- 3. How** do you feel?
- 4. How** can we make this better?
- 5. What** could you do next time?

### **2. Signal for Attention**

All staff should use the same signal for attracting the children's attention.

These signals will be:

#### ***In the Yard:***

Duty Teacher blows the whistle and pupils will stand still. On the 2<sup>nd</sup> whistle pupils will walk quietly into their appropriate lines. Teachers and support staff take responsibility for their own lines.

#### ***Indoors:***

Teacher will say '***un dai tri barod***' and then raise their hand in the air. Pupils will raise their hand with the teacher and show they are listening by not talking and by looking at the teacher.

### **3. Walking around the School/Entering and exiting classrooms**

All pupils will walk around the school in an orderly manner for safety and in order not to disturb other classes. They will leave and enter classrooms in a safe and calm manner.

### **4. Assembly Routines**

Before entering the hall children need to be settled to ensure that all pupils will come into assemblies silently. Any pupils who are inclined to talk to each other should be separated from each other during assembly time.

### **Behaviour in the classroom**

The general classroom rules are the first part of the classroom discipline plan. The rules are displayed in every classroom and they are also displayed in communal areas of the school. In addition rewards and sanctions are also displayed in the classrooms. The agreed rules, rewards and consequences need to be **regularly revised** with the children to ensure that all children stay familiar with discipline procedures.

In addition the classroom environment must be conducive to positive discipline (See Classroom Organisation Policy), and the curriculum must also provide enough support, challenge and differentiation to meet all of the needs of the pupils.

Noise levels within classrooms will vary according to pupil task. However shouting and loud voices are generally not acceptable. Pupils need to be taught to use the right voice within the classroom. Even younger pupils who are learning through play should be quickly taught how to use the right voice and how to play in a manner that is suitable for the indoor situation.

## **Rewards and Sanctions Overview**

Our approach to celebrating positive behaviours and addressing negative actions and choices is shown in our 'Be a Proud Busy Bee' poster that is displayed around the school and in every classroom.

## **Fixed-Term And Permanent Exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the event of considering a fixed-term or permanent exclusion, Local Authority guidelines will be referred to and, where appropriate, protocols relating to the exclusion of looked after children followed. See Appendix A for examples of behaviour that may warrant exclusion.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The Headteacher is not a member of this committee.

## **Recording, Monitoring And Evaluating Behaviour**

Serious behavioural incidents and those relating to any Protected Characteristics in the School and Local Authority's Strategic Equality Policy are recorded and reported to Monmouthshire County Council on a termly basis.

## **Roles**

### **The Role Of Pupils**

Our various pupil leadership groups play an active role in reinforcing and developing our school behaviour, culture and ethos. Throughout the year they will lead on various wellbeing, behaviour and bullying activities for example.

### **The Role Of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's Code of Conduct in the school prospectus, and we expect parents to read this and support it.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by children/ parents/ guardians/ or carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The Role Of Non-Teaching Staff**

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Midday supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

### **The Role Of The Class Teacher**

Llantilio Pertholey Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Our teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. Teachers operate an 'open door' policy for children. During periods throughout the day (mainly at break and lunchtime) teachers are available for pupils to go and have a 'private chat' about their concerns.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

Role of the governors The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

### **Role Of The Headteacher**

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

### Challenging pupils

Where pupils exhibit challenging behaviour staff will be given support and advice from the Headteacher and the ALNCo. Consideration will be given to how best to deal with the challenging behaviour. A positive approach will continue to be used, and all staff will work collectively to ensure that that child behaves well at all times.

Parents will always be informed when pupils prove to be constantly challenging and every effort will be made to ensure that a partnership approach is used between home, school and pupil.

Pupils who fail to respond to a positive and consistent approach will be referred to the Behaviour Support Service.

### Appendix A

This appendix provides a non-exhaustive and non-binding set of examples of behaviour that may lead to fixed-term or permanent exclusion (source: MCC Permanent Exclusion Form). Please note that in investigating occurrences of such behaviour, a number of factors, including background circumstances, will be taken into account before deciding whether exclusion is the most appropriate sanction.

Behaviour Examples include:

Physical assault against pupil	Fighting - Violent behaviour - Wounding - Obstruction and jostling
Physical assault against adult	Violent behaviour - Wounding - Obstruction and jostling
Verbal abuse/ threatening behaviour against pupil or adult	Threatened violence - Aggressive behaviour - Swearing - Homophobic abuse and harassment - Verbal intimidation - Carrying an offensive weapon
Bullying	Verbal bullying - Physical bullying - Homophobic bullying – Racist bullying
Racist abuse	Racist taunting and harassment - Derogatory racist statements - Swearing that can be attributed to racist characteristics - Racist bullying - Racist graffiti
Sexual misconduct	Sexual abuse - Sexual assault - Sexual harassment - Lewd behaviour - Sexual bullying - Sexual graffiti
Drug- and alcohol-related	Possession of illegal drugs - Inappropriate use of prescribed drugs - Drug dealing - Smoking - Alcohol abuse - Substance abuse
Damage	Vandalism - Arson - Graffiti
Theft	Stealing school property - Stealing from local shops on a school outing - Selling and dealing in stolen property
Persistent disruptive behaviour	Challenging behaviour - Disobedience - Persistent violation of school rules

## School Expectations of Behaviour

### Rewards

- Praise
- Stickers
- Class Dojo points
- Exceptional sticker to take home
- Exceptional effort certificates. (Friday assembly- 2 children each week)
- Note home from teacher (at least 1 child per class each day)
- Phone call home (at least 1 child per class each week)
- Headteacher letter (at least 1 child per class each half term)

### Sanctions

- Positive reinforcement. (I like the way that...)
- Reinforcement of the rule. (I need you to.....)
- First warning.
- Removal from the group for 2 minutes.
- Name in behaviour book and miss 2 – 5 minutes of playtime.
- If a child is entered into the diary on three separate occasions then phone calls may be made to parents. In extreme cases pupils will be excluded.

### Behaviour at Lunchtime and on the playground

1. Lunchtime supervisors are to use Assertive Discipline in their approach to the behaviour at dinnertime.
2. Rewards are given in terms of stickers and weekly certificates.
3. Regular breaches of School Rules are to be logged.
4. MDS are to inform the class teacher if a child has been logged.
5. If a child is logged three times Mrs. King will be informed and parents may be contacted.
6. Children may be sent home at lunchtimes after parents have been informed if inappropriate behaviour continues.
7. Children to address MDS by their surname and not by their first name.

### Rewards

- Praise
- Stickers
- Praise in front of your class teacher

### Consequences

- Positive reinforcement
- A warning
- Time out – 2 minutes away from group
- Time out – 5 minutes away from the group
- Entered into MDS log book
- MDS to speak to class teacher as teachers meet pupils from the yard.
- If name appears 3 time in the log Strategic Leadership Team to be informed by class teacher.
- The only exception to this procedure will be if children need to fast tracked.

N.B. See fast tracking procedures.



## **Fast tracking**

Children are to sent immediately to the head teacher from class or from the yard for:

- **Excessive physical or verbal abuse** to members of school staff or other pupils
- **Refusal point blank to co-operate** e.g. Sits on the floor and will not move.
- Making knowing **racist remarks**.
- Carrying an **offensive weapon** or implement that could be harmful to others.
- **Theft**
- **Vandalism** to school or pupil's property.

## **ROLES AND RESPONSIBILITIES**

- All staff – follow behaviour plan. Refer any pupils who continually exhibit poor or worrying behaviour to ALNCo.
- SLT to be first in line for dealing with inappropriate behaviour.  
(Persistant offenders to be referred to the Headteacher).
- Head Teacher – to liaise with ALNCo to make decisions on behaviour plans/charts/referral etc.
- Headteacher to deal with serious fast tracking issues.
- Class teachers to liaise with lunchtime supervisors at end of lunchtime. Inform ALNCo of any significant problems.
- ALNCo to make appropriate referrals and advise staff of use of behaviour plans/charts etc.

*Be a Proud Busy Bee!*



**Be Ready**



**Be Respectful**



**Be Honest**



**Be Hardworking**

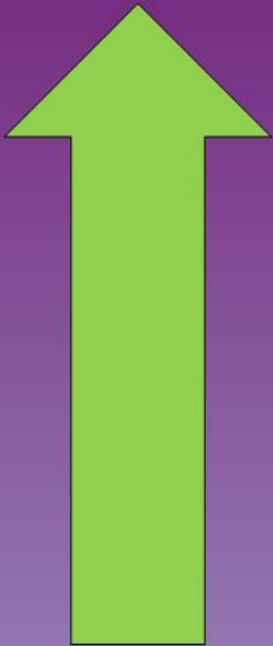


**Be Kind**





# Be a Proud Busy Bee!



6 Letter home from Mrs King

5 Phone Call home

4 Celebration Certificate

3 Teacher note home

2 Exceptional token home

1 Praise, Stickers, Dojo Points



1 I like the way that...

2 I need you to...

3 First warning

4 2 minutes timeout

5 Miss 2 minutes of playtime & name in  
Behaviour Book

