

**CEFN MAWR C.P.SCHOOL**  
**BEHAVIOUR POLICY**  
*Learning, Enjoying, Achieving*

## **1 Aims and expectations**

- 1.1** As outlined in the school mission statement it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of school expectations, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and punishments**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate and praise children's efforts;
  - teachers award children house points;
  - each week key stage 2 receive a gold or silver merit badge presented by year 6 pupils;
  - Children have the opportunity to receive a headteacher's award for good work, being polite, helping others etc;
  - Dinner supervisors provide pupils with stickers for good behaviour during a dinner time;
  - A pupil is nominated from each class at the end of every term to receive the class merit cup.
  - Pupils who do not lose time for privilege time during a term receive a certificate;
  - Pupils who attend school without missing a session for the term receive a certificate.
  - Foundation Phase award 'Star of the Week' and key stage 2 award 'Star of the Week' and individual merit charts.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Foundation Phase use the Learning Journey; Key stage 2 use The Record of Achievement File (silver file), the files contain information regarding pupil achievement out of school, for example, music or swimming certificates.
- 2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**2.4** The class teacher discusses the schools expectations with each class. In addition to these, each class also has its own classroom code based on the Golden Keys for good behaviour, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. (We currently have a policy of staff attending the counties organised course relating to the restraint of pupils). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (We have a policy supporting this, policy number 58).

### **3 The role of the class teacher**

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

**3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the Teaching Assistant**

**4.1** It is the responsibility of teaching assistant to support the class teacher and the school in ensuring that school rules are enforced and that the children behave in a responsible manner in the classroom.

**4.2** The teaching assistants share the high expectations that our teachers have of the children in terms of behaviour, and they support the teacher in striving to ensure that pupils work to the best of their ability

**4.3** The teaching assistant treats each child fairly and enforces the classroom code consistently. The teaching assistant treats all children with respect and understanding.

## **5 The role of the Lunchtime Supervisor**

**5.1** It is the responsibility of the lunchtime supervisor to support the school in ensuring that school rules are enforced and that the children behave in a responsible manner in the canteen, playground and in the school premises during inclement weather.

**5.2** The lunchtime supervisor treats each child fairly, with respect and understanding.

## **6 The role of the Behaviour Coordinator**

See 11.2.3.

## **7 The role of the Head Teacher**

**7.1** 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.

**7.2** 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.

**7.3** The headteacher keeps records of all reported serious incidents of misbehaviour.

**7.4** The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

## **8 The role of parents**

**8.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**8.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them. A copy of the home school agreement is sent home for each pupil, we expect parents to read, sign and support this agreement.

**8.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**8.4** 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. If the concern remains, they should contact the head teacher, and then in writing to the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9 The role of governors**

- 9.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 9.2** 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.

## **10 Fixed-term and permanent exclusions**

- 10.1** Only the headteacher (or deputy head teacher) has the power to exclude a pupil 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.
- 10.2** If the headteacher excludes a pupil, 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, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 10.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 10.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 10.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 10.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **11 Monitoring**

- 11.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. (We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book).

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the role of the Behaviour Co-ordinator (BeCo) to support and offer guidance to pupils, staff, parents and governors. The coordinator will also liaise with external agencies, to support and guide the pupil appropriately. The BeCo also devises ' Individual Behaviour Plans, working closely with the class teacher and parents. A review system is in place to which a meeting can be arranged for parents to discuss their child. Adequate time will be allowed to enable the Behaviour Coordinator to meet pupils and parents.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **12 Review**

- 12.1** The governing body reviews this policy accordingly for example if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was reviewed by the Pupil Welfare Committee on 20 March 2013

**Signed:** \_\_\_\_\_ **Headteacher**

**Signed:** \_\_\_\_\_ **Chair of Pupil Welfare Committee**

**Review Date: March 2014**