

# Glanusk

Primary School



## Behaviour Policy

# OUR MISSION STATEMENT

'Excite, Challenge, Empower'  
'Tanio, Herio, Galluogi'

## **Aim**

At Glan Usk Primary School we aim to create a happy, caring and safe environment that is conducive to pupils' health, wellbeing and learning.

## **Objectives**

- To establish safe learning environments for all
- To ensure consistency of approach that sets high expectations of behaviour throughout the school
- To ensure all adults within the school act as good role models for behaviour
- To support our pupils' self-esteem, self-control and confidence and, through this, respect for others
- To ensure all pupils understand the UNCRC (Rights of the Child), and the relationship between rights and responsibility
- To treat all pupils fairly and equally

## **Rationale**

A clear and consistent, agreed, behaviour policy is essential to effective teaching and learning. In order to achieve our aim and objectives we have taken into account whole staff and pupil voice over our REACH (Respect, Engage, Aspire, Care, Honest) positive behaviour approach. Positive behaviour is met with praise and rewards and unacceptable or disruptive behaviour is met with consequences. These are shared with and understood by all within the school. The behaviour policy and REACH are also shared with parents during consultations and through newsletters. Posters such as the 'Glan Usk Green Lights' and 'Mr Beecher's Top Tips' are displayed in classrooms so as to be visible to staff, pupils, parents and visitors. Midday supervisors also incorporate REACH strategies and are included in Positive Behaviour training. Furthermore, all staff around a child are made aware of individual strategies or positive handling plans.

## **Rewards and Consequence**

The REACH approach reflects the positive assertive discipline approach to behaviour management. The school employs a number of rewards and consequences to enforce school and class rules and to ensure a safe and positive learning environment. Rewards and consequences are consistent whilst also adaptable to individual needs.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy when requested. It is also the responsibility of the Headteacher to ensure the

health, safety and safeguarding of all pupils within the school - see the Safeguarding Policy.

The Headteacher, along with the Inclusion Leader and members of LAST, support the teaching staff in implementation of the policy.

The Headteacher has 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 reserves the right to permanently exclude a child. Such an action is only taken after the school governors have been notified and the full protocol has been adhered to:

- The Headteacher keeps a record of all reported serious incidents of misbehaviour
- Incidents of discrimination are recorded on SIMS
- If a situation arises that may require a fixed term or permanent exclusion, a meeting with LAST and, if appropriate, the governors is convened
- The decision to exclude or not exclude a pupil ultimately rests with the Headteacher
- In the Headteacher's absence, the Deputy Headteachers follow the above protocol

See below for further information

### **The role of the Class Teachers and Teaching Assistants**

It is the responsibility of the class teacher and TAs to ensure that school rules are enforced both inside and outside the classroom.

All staff in our school have high expectations of children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

All staff are expected to treat every child fairly and equally, with respect and understanding.

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 LA Behaviour advisory teacher upon consulting the Inclusion Leader.

The classteacher should liaise with the Inclusion Leader / ALNCo if the child needs to be placed on the AEN register for targeted behaviour support.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The Pupil Support Workers provide in-school support with individual needs. The class teacher may also contact a parent if there are concerns

about behaviour or wellbeing of a child. All concerns are shared with the headteacher or a deputy headteacher first.

### **The Role of the Pupil Support Workers**

- To have an overview of behavioural and wellbeing needs across the school
- To offer emotional support to pupils through ELSA, Nurture and 1:1 reflection
- To suggest additional strategies to support pupils' who find it difficult to conform to the school rules.
- To keep the staff informed of issues regarding behaviour
- To liaise with social services, Families First, Llamau and Women's Aid as appropriate to support pupils at home
- To lead parenting programmes
- To support the needs of children who are 'looked after'
- To act as contacts for the LA and any external agencies
- To continue to have a voice over reviewing the behaviour policy for our school.

### **The Role of Parents**

All parents are given information of our 'Positive Behaviour Management' /REACH approach. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We explain the school rules in the school prospectus, and include reminders in newsletters as well as on the school website.

Positive behaviour and work is praised through the use of SeeSaw and Twitter.

We expect parents to support their child's learning, and to cooperate with school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If considered appropriate the school will write a Pastoral Support Plan(PSP) or a Personal Handling Plan (PHP)along with parents to identify strategies to support behaviour difficulties with which the pupil is presenting.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher. If the concern remains, they should contact the Chair of Governors in writing (a copy of the school's complaints procedures are available for parents on request).

### **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on discipline and behaviour and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues which the Head teacher will take into account when making decisions about matters of behaviour.

### **Fixed Term and Permanent Exclusions**

Only the Head teacher (or Acting Head teacher) has the power to exclude a pupil from the school. The Head teacher follows carefully the procedures set out in LA and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions (see National Assembly for Wales Circular 1/ 2004: Exclusion from school and Pupil Referral Units). The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this (the Assembly expects LA's and schools to work toward ensuring all pupils excluded for more than three weeks receive full time and appropriate education).

If the Head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. For exclusions of more than 6 days, the Head teacher 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 such an appeal. For exclusions of more than 15 days the Governing Body must automatically meet.

The Head teacher informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in one term. The Head teacher informs the LA of all fixed term and permanent exclusions.

The Governing Body has a discipline committee who will consider any exclusion appeals on behalf of the Governors.

When an appeal panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LA, and considers whether the pupil should be reinstated.

If the Governor's appeal panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

The school has an obligation to provide work for any excluded child to complete at home during the period of exclusion.

When the child returns to school following exclusion, he will have an appointed mentor from within the Support Staff and a Pastoral Support Plan (possibly linked to their ILP/ IEP). This person will monitor the child's re- integration at times other than during class lessons. The class teacher will complete a daily log for a four-week period and meet with the child's parents at the end of each week. A written report of the child's re-integration will be kept, along with reports from other outside agencies, such as behaviour support, Social Services.

The work completed by the child during the exclusion will be kept along with his/her other classroom work and marked as being work completed at home.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. They will also report 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 notable classroom incidents. The Head teacher records those incidents where a child is sent to him due to more serious incidents of inappropriate behaviour. Lunchtime supervisors report orally to the class teacher and Head teacher on a daily basis of any incidents that require attention.

The Head teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. Information relating to fixed term exclusions will be forwarded to teachers during transition meetings.

### **EQUALITY STATEMENT**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

### **Appendices**

REACH

Information to parents