



**Ysgol GG Johnston CP School**

**Behaviour Policy**

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| --- | --- |
| Member of SLT responsible for this policy | Headteacher |
|  |
| Date adopted by new governing body |  |  |
| Reviewed |  |  |
| Planned review date  |  |  |
|  |  |  |

**Be Safe, Be respectful. Be the best you can be.**

**Introduction**

 The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It is the primary aim 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, whole values are built on mutual trust and respect for all. It aims to promote an environment where everyone feels happy, safe and secure. From Summer 2016 the school has become a Values School. The values have been created by the pupils and are key to behaviour within the school and are on display in the school hall and in classrooms. From September 2017 all staff have been trained in Restorative Practice. Pupils have also been trained and RP is key in resolving behaviour issues amongst pupils. All LRC staff and designated mainstream staff are Team Teach trained. A member of SLT is a Team Teach Trainer. (Sept 21)

**At Johnston School we aim to:**

* Encourage a trusting and caring environment.
* Create a positive atmosphere so that the children feel safe and secure and can develop self-discipline and self-esteem.
* Ensure each child in the school is equally valued by all, irrespective of class, age, race, gender or disability.

The school has a number of rules, but the primary aim of this policy is not a system of enforced 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely to deter anti social behaviour.

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 further occurrences. While it is very difficult to eradicate all forms of bullying, we do everything in our power to ensure that all children are free to enjoy school and attend school free from fear.

**AIMS**

At Johnston C.P. School we aim to:

* Show respect for others, the environment and for ourselves.
* Enable children to distinguish between right and wrong.
* Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour and that of others.
* Make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.
* Enable the children to understand the system of rewards and sanctions and to enable them to measure how their skills and attitudes are improving.

**SCHOOL EXPECTATIONS**

At the beginning of every school year staff and children discuss the following expectations. This will lead to the development of a set of rules for each class will be displayed clearly. The basis for these rules is **“The Behaviour Blueprint”** that has been formulated as a Cluster approach to ensure consistency across the Milford Haven Cluster.

**Five Pillars- non negotiable**

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

**Rules**

We have 3 school rules that we consistently reinforce.

1. Be safe
2. Be Respectful
3. Be the best you can be.

**Visible Adult Consistencies**

1.Model positive behaviours

2. Meet and greet at the door. 3.‘Be Safe, Be Respectful, Be the best you can be’ displayed and taught.

4. Praise publicly and reprimand privately! PIP/RIP

5. Disruptive learners will be calmly and slowly stepped through sanction steps giving ‘take up time’, every time.

6. We will personally follow up every time and engage in reflective dialogue with learners.

All classes within the Milford Haven Cluster follow the **Behaviour Blue Print** All children and adults will be expected to uphold them.

There needs to be common expectations of behaviour within every class to enable children to develop personal and social skills and to help them to acquire positive attitudes to learning.

**Our Value Message**

Is to ensure that all learners are treated fairly, shown respect and to promote good relationships. We are committed to being a school where consistent outstanding behaviour is evident everywhere.

We expect pupils to be polite, courteous, honest and truthful at all times. Also to :

* Listen when someone is talking in class
* Respond the first time a request is made
* Take turns to respond
* Respect a teacher’s decision as final
* Work and play constructively with others
* Take turns and share
* Respect others’ different opinions
* Find ways to settle disputes quickly
* Be truthful about their own actions and those of others
* Work independently and responsibly
* Follow instructions
* Complete tasks in the time given
* Respect the school environment, including school and personal property
* Walk carefully and quietly around the inside of our school
* Be sensible when using the cloakroom, toilet, library and other areas
* Leave areas tidy after use
* Never take other children’s things without permission

**LUNCHTIME AND BREAKTIME BEHAVIOUR**

Class values apply at all times during the school day.

* Listen to instructions given by adults and respond immediately
* Behave sensibly at the table and do not walk around the dining hall without permission
* Help others when you can
* Line up sensibly and quietly
* Play with thought and consideration for others

**REWARDING GOOD BEHAVIOUR**

We praise and reward children for good behaviour in a variety of ways. Rewards will be awarded for:

* Sustained or improved effort
* Attentive listening
* Cooperative work with others
* Being kind, honest and polite
* School Merit system House Token system
* Weekly Merit Assembly – star of the Week, (Seren yr Wythnos) Hot chocolate Friday winners for those pupils who show consistently good behaviour and Capture the moment – which recognises acts of kindness and care.

Ideas for rewards include :

* Stickers
* Star charts
* Golden Time (FP)
* Special Mentions – See Merit Assembly.

**SANCTIONS**

Appropriate sanctions will be used consistently for pupils who do not meet the agreed expectations of behaviour. Incidents of bullying and or seriously inappropriate behaviour are recorded. Only those incidents which are observed by a member of staff or which a child admits to will be recorded.

Serious incidents are reported to the Headteacher. Serious incidents include:

* Any form of physical assault on a pupil or member of staff
* Any form of bullying
* Use of foul language
* Damage to school property or that of another pupil

**Stepped Sanctions**

* Reminder. “drive by”
* Warning.
* Last chance, script intention.
* Time out.
* Repair.

Any mitigating circumstances leading up to serious incidents should be thoroughly investigated, recorded and reported. At the Headteacher’s discretion the parents may be informed. We make every effort to inform parents of any behaviour incidents as part of our close working partnership with parents.

**Pupils will be sanctioned in the following ways:**

* A verbal reprimand by teacher
* Loss of Golden Time (FP) loss of responsibilities/ privileges.
* Loss of break times/lunch times following the session in which bad behaviour occurred. Behaviour books/contracts/record cards may be implemented at this stage.
* Repeated poor behaviour will result in an increasing number of breaks missed per incident until the pupil realises that they must socialise in an acceptable manner. Pupils will be supervised throughout these sessions whilst excluded from break. Pupils will not be prevented from using the toilet or eating their snack/lunch.
* To minimise classroom disruption, pupils may be isolated within their own classrooms. Teachers should avoid sending pupils to work in another class as this may cause disruption and supervision difficulties.
* Restriction from attending after school clubs. Temporary until acceptable behaviour pattern resumes.
* Fixed term exclusion. The Headteacher may implement this last point without the prior stages in the event of a serious incident resulting in the harming of staff or pupils.
* Liaison with the Behaviour Support Service, linking home and school.
* Formulate a Behaviour Plan where appropriate for individual pupil’s targets, regarding behaviour, stressing the positive ways in which this can be managed.

At all stages the pupil’s behaviour and sanctions must be explained clearly. Staff are reminded of their professional standing, each incident must be dealt with objectively. Each day is a new day and a new start.

**RESTRAINING PUPILS**

Staff can use reasonable force to restrain or control pupils. This is dealt with during Team Teach training. However, they should be mindful that there is no legal definition of reasonable force. The only situations in which reasonable force may be appropriate are as follows:

* Self defence
* Averting injury to another pupil or significant damage to property
* In dealing with a pupil who is behaving in a way that is compromising good order and discipline

If reasonable force is required members of staff are advised to make sure they have another adult with them and to record the entire incident. It is expected that adults make the effort, where practical, in a situation where a pupil is considered to pose a threat to others, to remove children from the room prior to considering physical restraint.

**BEHAVIOUR PLANS**

Where children find managing their behaviour difficult or their behaviour is continually rude, aggressive, insolent, disruptive to class etc. A behaviour contract may be established between the Headteacher, class teacher, parents and the child. The contract will include targets, sanctions and rewards relevant to that child and his/her behaviour. In these situations we work very closely with the Pembrokeshire Behaviour Support Service. Daily notes are recorded about the child’s behaviour and a home/school behaviour diary may be used if appropriate. Entries in the diary should include positive as well a negative comments.

**IMPORTANT GUIDELINES**

* We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them 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, they may be asked to redo an activity.
* If a child is disruptive in class, they will be reprimanded by the teacher. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and is in a position to work sensibly with others again.
* 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.

**Restorative Practice (All Staff)**

All staff are trained in Restorative Practice. Revised training is provided to all staff by Mrs Caroline Wood Assistant HT as part of professional development schedule. Staff follow a Restorative Script as well as using Micro script to address issues in the first instance.

**Restorative Questions**

1. What happened?
2. What were you thinking at the time?
3. Who feels harmed and why?
4. What have you thought about since?
5. What values will you show next time?
6. Show commitment to building a trusting relationship.

Micro Script: 30 second interventions staff use with pupils for early/first intervention.

I noticed you are…

It was the rule…

You have chosen…

Do you remember…

That is who I need to see today…

Thank you for listening…

**ROLE OF THE CLASS TEACHER**

* It is the responsibility of the class teacher to ensure that school rules are implemented in their class.
* Class teachers will have high expectations of behaviour and strive to ensure that children work to the best of their ability.
* Teachers will treat each child fairly and enforce rules consistently. All children will be treated with respect and understanding.
* Class teachers will deal with behaviour themselves in the first instance. Persistent bad behaviour may be referred to the Headteacher.
* The Behaviour Support service/teacher may be called in at the Head’s discretion.
* The class teacher should report bad behaviour to the parents, the Head will carry out this role in the event of serious incidents.
* The class teachers’ own behaviour should be exemplary. Children should never feel threatened, frightened or intimidated but should be told firmly and clearly if their behaviour is inappropriate. It is always advisable to have another adult with you as a witness to confirm that your treatment of the child is that of a “caring parent” and a competent professional.

**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, 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 can work with staff to provide examples for pupils of different types of behaviour and the resulting consequences. These can be organised through PSE lessons, circle time and topics planned within collective worship.

The Headteacher will keep records of reported incidents of serious misbehaviour.

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 taken only after the members of the Governing Body sub committee for Pupil Discipline and Exclusion have been informed. There is a minuted record of the committee agreeing to support the Headteacher in short term exclusions for serious incidents resulting in harm to other children or staff. In these cases, the Headteacher may skip some or all of the normal sanctions for lesser incidents.

**ROLE OF PARENTS**

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

We explain the school rules in the school brochure and we expect parents to support them.

We expect parents to support their child’s learning and to cooperate with the school, as set out in the home-school agreement. This agreement is signed by the Headteacher, the parent and the child. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about a child’s welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should 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 Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**ROLE OF GOVERNORS**

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.

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.

**ROLE OF SCHOOL COUNCIL**

The School Council can support he behaviour policy of the school as it does many other school policies. The role of individual members could involve that of monitors during break and lunch times and help with any disputes that may arise. It should be recognised that to be nominated as a School Council member positive and good behaviour is necessary and supports the principle of a role model.

**FIXED TERM AND PERMANENT EXCLUSIONS**

* ***Fixed Term***

The use of exclusion from school, whether it be for a fixed term or permanently, is always the last resort. The Head Teacher has the authority to exclude a pupil. In their absence the Deputy Head or in their absence the most senior teacher may exercise the power but the parent/carer needs to be informed in the letter sent home that this was in the absence of the Head teacher. The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the Head teacher feels that there is no other appropriate sanction for the behaviour displayed they will exclude. However, the Head Teacher should satisfy themself that reasonable alternatives to exclusion have been investigated, especially for those pupils with ALN or YPLA. In the case of pupils with ALN the Head Teacher MUST have due regard for the pupil’s ALN and MUST[[1]](#footnote-1) also have considered a range of alternative consequences to address the behaviour. The Head Teacher MUST come to the conclusion that it is reasonable and proportionate to exclude the pupil on this occasion. It is good practice for the Head Teacher to record all of these alternatives that have been considered and the reasons that they deem them to not be sufficient given the nature of the incident and so why Exclusion is the only appropriate sanction left for them. Parents/Carers are contacted by school and informed of the decision and an explanation is given to why this action is deemed necessary.

It is good practice for a meeting to be arranged with the Parent/Carer on the pupil’s return to school, this is to address the behaviour displayed and also agree strategies that could be used in future to minimise their unacceptable behaviour. The pupil’s IDP/IBP or behaviour plan is updated and reviewed if appropriate, or a new Behaviour Plan to aid the successful re-integration of the pupil back into school is considered. Following an exclusion, pupils return to school and will have a debriefing meeting with the Head Teacher or another suitable member of the SLT, during which the pupil is able to reflect on their behaviour and any additional strategies that have been agreed to help address the pupil’s future behaviour are reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school’s future expectations.

The governors of the school are informed of all fixed term exclusions.

The Behaviour Support Teachers should be involved at an early stage to help support the pupil and the school with strategies and training to prevent exclusions from being issued.

* ***Permanent Exclusion***

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted. The decision to permanently exclude can only be made by the Head teacher. The Head teacher raises this with the relevant Governor’s committee and the LEA within 1 working day. As for fixed term exclusions, Head Teachers MUST have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have come to the conclusion that a permanent term exclusion is a reasonable and proportionate response to the pupil’s actions even given their ALN.

**MONITORING**

The Headteacher monitors the effectiveness of this policy on a regular basis. They must also report to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

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

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.

**REVIEW**

The governing body will review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**CONCLUSION**

The success of this behaviour policy will depend on all the staff having consistent expectations of good behaviour and using consistent approaches to dealing with misbehaviour. Clearly the key to good behaviour in the classroom is setting teaching and learning activities appropriate to the needs and abilities of the children.

Johnston C.P. School has a strong moral code and it is our intention to approach behaviour and discipline in a proactive, positive way.

**Behaviour Blueprint**

**Rules**

Five Pillars- non negotiable

**Visible Adult Consistencies**

**We have three school rules that we constantly reinforce…**

1. **Be Safe**
2. **Be Respectful**
3. **Be the best you can be**

**1.Model positive behaviours**

**2. Meet and greet at the door. 3.‘Be Safe, Be Respectful, Be the best you can be’ displayed and taught.**

**4. Praise publicly and reprimand privately! PIP/RIP**

**5. Disruptive learners will be calmly and slowly stepped through sanction steps giving ‘take up time’, every time.**

**6. We will personally follow up every time and engage in reflective dialogue with learners.**

1. **Consistent, calm adult behaviour**
2. **First attention for best conduct**
3. **Relentless routines**
4. **Scripting difficult interventions**
5. **Restorative follow up**

**Our Value Message**

**Stepped Sanctions**

**Micro script:**

**30 Second Intervention**

**Micro Script:**

**30 Second Intervention**

**I noticed you are…**

**It was the rule…**

**You have chosen…**

**Do you remember…**

**That is who I need to see today…**

**Thank you for listening…**

**Restorative Questions**

**Stepped Sanctions**

1. **Reminder. “drive by”**
2. **Warning.**
3. **Last chance, script intention.**
4. **Time out.**
5. **Repair.**
6. **What happened?**
7. **What were you thinking at the time?**
8. **Who feels harmed and why?**
9. **What have you thought about since?**
10. **What values will you show next time?**
11. **Show commitment to building a trusting relationship.**

**To ensure that all learners are treated fairly, shown respect and to promote good relationships. We are committed to being a school where consistent outstanding behaviour is evident everywhere.**

 **We reward good behaviour**

**Seesaw, phone call home, celebration assemblies, hot chocolate with the Headteacher, class rewards, postcard home, appropriate praise**

1. SEN Code of Practice 2002 to be replaced with ALNTW Bill 2018 [↑](#footnote-ref-1)