



# BEHAVIOUR POLICY 2023/25

### THIS POLICY WILL BE REVIEWED EVERY TWO YEARS UNLESS AN EARLIER REVIEW IS REQUIRED

CHAIR OF GOVERNORS:

**HEADTEACHER:** 

Chris Scott

Helen Talaat

DATE: September 2023

## A POLICY STATEMENT FOR BEHAVIOUR, EXPECTATIONS, RIGHTS AND RESPONSIBILITIES 2023/25

Pengelli Primary School is committed to fostering a positive environment where a strong sense of community thrives, and every individual is valued. In line with this, all members of the school community are encouraged to act reasonably and cooperatively, contributing to the well-being of the school and one another. While challenges may arise, as they are a natural part of childhood development when children test behavioural boundaries, our success will be measured by how we handle these situations, rather than by the absence of any issues.

The following underpins our beliefs and policy regarding the behaviour of everyone at Pengelli Primary School.

#### We recognise that:

- A change in behaviour, inappropriate behaviour or attendance problems:
- May be caused by a physical problem such as hearing loss or illness.
- May be due to physical development
- May be caused by an emotional problem at school or at home such as parental separation, abuse, bullying, breaking friends, new baby in the family.
- May be associated with learning difficulties We also:
- Accept that behaviour can be changed, since if behaviour is learned then appropriate behaviour can also be re-learned.
- Support behavioural change by recognising that everyone in the school community can help promote desirable behavioural changes through positive dealings with individuals or groups.
- Involve parents in the process of change, and expect parents to accept and re-inforce the high expectations of the school.
- Accept that certain behaviours are unacceptable and not the child as an individual.
- If necessary, ask parents to come to the school to discuss their child's behaviour with the teacher and/or headteacher.
- Involve outside agencies in helping with behavioural difficulties.
- Encourage parents to communicate any issues.

In order to promote good behaviour and pride in our school we shall:

- Provide a suitable role model in the way adults interact with the rest of the school community.
- Provide well prepared and stimulating work whilst maintaining the physical environment of the school so that it is bright, neat and has attractive displays.
- Expect adults and children to look after the school and keep it tidy e.g. library/resource room, P.E. resources, clearing up after activities such as painting or Design technology
- Involve children, parents and governors in improving the school resources and environment through various social and fund-raising activities.
- Communicate with children and parents about achievements such as academic, sporting, social and creative.
- Use praise to re-inforce good behaviour incidentally by saying "well-done", or "thanks" or "you did well" or clapping.

More formal praise is given through the marking of children's work; displaying work; communicating with parents verbally; through "newsletters"; by giving certificates and badges and sending children with good work to other classes for adult praise.

Be fair and be seen to be fair by investigating problems that occur, and not assume guilt.

Give high priority to developing a positive partnership with parents since they are crucial in promoting high standards of behaviour

Providing suitable resources in the classroom can help promote acceptable behaviour. Therefore:

- Classrooms need a supply of paper and pencils/crayons for wet or cold playtimes and lunchtimes.
- Suitable games like "Snakes and Ladders", "Connect 4" "Boggle" and "Draughts" are available for indoor playtimes.
- Skipping ropes, bicycles and balls are to be available where appropriate and under supervision.
- "Childline" posters are displayed in toilets used by the children of Key Stage 2 age and assemblies used to tell them of the work of "Childline".
- The school liaison police officer and community nurse will regularly visit the school to talk
  about issues appropriate to the age of the children such as vandalism, drug use and abuse
  and growing up.
- Liaison between the primary and secondary phase to include discussion on the different culture that may be experienced in the comprehensive school.
- Through cross-curricular work, including assemblies and RE, discuss moral and social issues.

#### BULLYING

We recognise that bullying exists in all institutions including our school. We recognise the damaging effect on the victim and perpetrator(s) We shall work towards preventing bullying by:

- Raising pride and self-esteem using the measures outlined above.
- Discussing bullying in class and assembly situations.
- Buying storybooks which deal with the issue
- Training teachers in dealing with bullying
- Lastly, to develop on ethos where children are encouraged to "Tell if you are unhappy about something" rather than a "Don't tell tales!" culture.
- Promoting the 'Worry box' and encouraging children to use it *If bullying is reported:*
- It must be taken seriously. Re-assure the child that they are right to tell.
- Inform the Headteacher

#### We will then:

- Re-assure the child that we will act on the problem.
- Investigate the issue
- Inform other adults in contact with the child in school of the problem
- Discreetly monitor the nature of the bullying and gather information from the victim on what has occurred.
- If the bullying is proven, the bully will be asked to explain their behaviour and told that it
  must stop immediately.
- We will keep notes in the school diary on reported cases, noting what has happened and what we intend to do concerning the incident.
- If parents are in the school to discuss an incident then these notes would be read to them or shown to them.

#### We may also:

- Inform the parents of the victim and the perpetrator.
- Meet separately with the parents to discuss:-
  - What has happened?
  - Why it happened
  - How we will stop it continuing
- If the behaviour persists the school may seek the advice of the Behaviour Support Service on what further action to take.

As part of the PSHE curriculum which is integral to many subject areas taught at Pengelli Primary School, a pro-active approach to teaching pupils the skills and understanding necessary to good citizenship is taught and developed. This is particularly developed through the jigsaw programme and every year the Anti Bullying Unit is taught as a themed week through P4C and literacy topics. In addition to this, we adopt the strategy of positive reinforcement of appropriate behaviour, and the provision of good role models through our own good behaviour and conduct. This is the explicit expectation of all pupils, staff, Governors, parents and visitors to the school.

#### **SANCTIONS**

When children display inappropriate behaviour, it is often more effective to "investigate" the situation, offer immediate reprimands, and allow them to return to their regular activities swiftly, rather than prolonging the issue.

To ensure a consistent approach across the school, the following sanctions will be applied when inappropriate behavior occurs:

- 1. A reprimand from an appropriate adult
- 2. A sanction, possibly determined through restorative practices (e.g., cleaning up a mess they caused)
- 3. Loss of privileges
- 4. Discussion between the teacher and the parents
- 5. Referral to the headteacher
- 6. Implementation of a home school diary
- 7. Referral to a behaviour specialist

Each incident will be assessed individually, and sanctions will be applied accordingly. Sanctions should adhere to the following principles:

- It must be clear why the sanction was given.
- It must be explained what behavioural changes are necessary to avoid future punishment.
- Group punishments should be avoided.
- A distinction should be made between minor and major offences.
- The behaviour, not the individual, should be the focus of the punishment.

Curricular entitlements will not be withdrawn unless the behaviour poses a risk to the health and safety of other pupils. Sanctions should be applied with care, and exclusion from school will only be considered as a last resort in extreme cases.