

**Pentyrch Primary School
Ysgol Gynradd Pentrych**

'Learning and Growing Together'



'Dysgu a Thyfa Gyda'n Gilydd'

Behaviour Policy Polisi Behaviour

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized'

Haim Ginnot-1965

September 2023



Pentyrch Primary School

Behaviour policy

School Ethos

Our aim at Pentyrch Primary is to deliver the highest standard of education and care for all our pupils. The adults the children encounter at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

School Vision and Values

At Pentyrch Primary we are aware of the vital role that we play, in partnership with Parents and the Community as a whole, in promoting the schools vision for its pupils:

'A school that puts the child at the heart of everything they do where high aspirations, expectations and achievement underpin the school's work.'

Our vision . . .

- ✓ . . . for our learners is that they have **High Aspirations and Expectations** in all areas of learning, throughout their lives;
- ✓ . . . for our learners is that they demonstrate the **Attitudes and Attributes** of determination, adaptability, confidence, risk taking and enterprise;
- ✓ . . . is to nurture **Confident Individuals** who are able to lead safe, healthy, happy and fulfilling lives;
- ✓ . . . for our learners is that they develop **Knowledge and Understanding** and have creative ideas that shape our world;
- ✓ . . . is to nurture **Children who love learning** . . . make progress and achieve
- ✓ . . . is to nurture Responsible Citizens . . . who make a positive contribution to society.

By signing a Home School Agreement when their child enters our School, the Parents and Guardians of our pupils accept their responsibility for working with us to promote positive behaviour in all of our children.

We are also aware that good behaviour is a crucial factor in ensuring that effective learning takes place. This can only be achieved by maintaining an orderly environment, which is able to foster harmony and co-operation between the children and the staff working together to enhance the ethos of the School.



Rules and Procedures

The interactions between all staff and pupils have an important influence on children's behaviour and reinforce the extent to which a pupils' positive mind-set is valued. Our rules and procedures are designed to make it clear to the children how they can achieve acceptable standards of behaviour. We want everyone at Llanishen Fach Primary school to be happy, to be able to learn and to be safe.

We believe our rules should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

School Rules

1. Take care of myself, my learning, other people and my school.
2. Show courtesy, be polite to all.
3. Cooperate with everyone, to achieve our best in our school community.
4. Adhere to our school values of honesty, determination and respect.

Rewards

Our emphasis is on rewards to reinforce and **celebrate positive behaviour**, rather than highlighting the negative. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups where we aim to '**Catch them being good**'. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements.

We reward children for their efforts in the following ways:

- Class Dojo's
- Verbal and written praise
- Positive reinforcement / visit to the Headteacher or Deputy Head
- Talk to parents
- House points
- Certificates
- Stickers
- Post card home
- House points / Tocyn – recorded on class Dojo
- Reward certificates in Awards assembly.
- Lucky dip

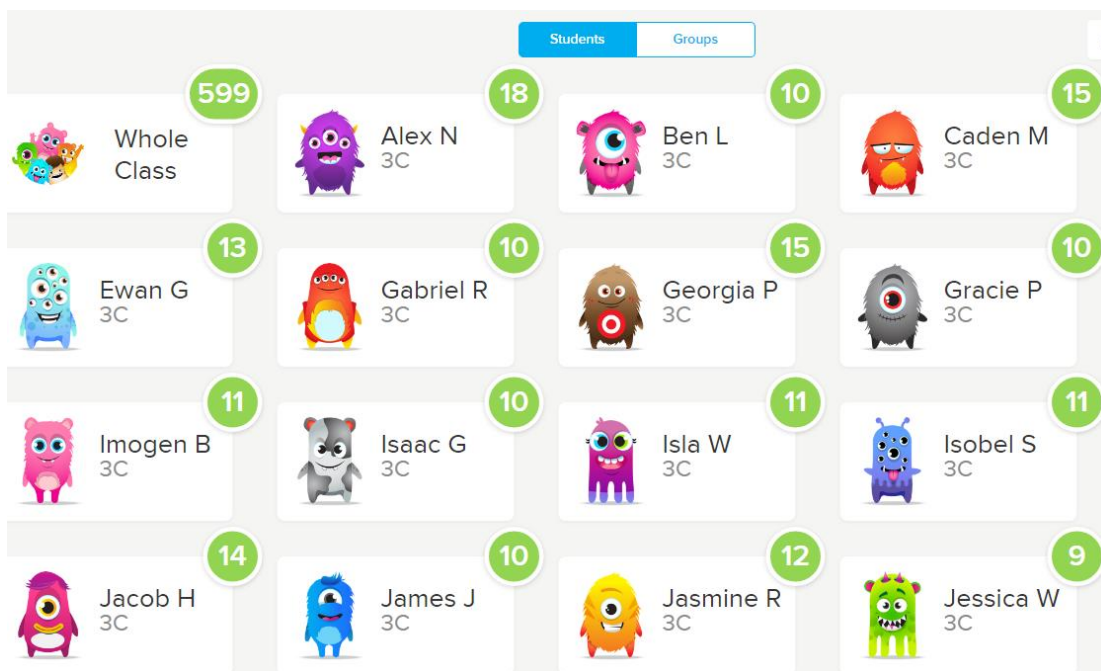


Class Dojo

Class Dojo is the main behaviour management tool for the classroom. Each student has a profile complete with their own avatar, to which teachers can assign positive points (or 'dojos') throughout the school day. The programme encourages pupils to earn a dojo for demonstrating positive characteristics towards each other and towards their own learning. Every teacher has the ability to edit and amend the skills which can



be rewarded to reflect a particular need within their own class or year group. For example; a teacher may choose to focus on promoting 'resilience' or simply 'listening carefully to instructions'.



A screenshot from Class Dojo depicting pupil avatars and the green skill points /dojo's they have earned.

Pupils earn Dojo's over a period of a week (From Friday lunchtime to Friday lunchtime) where they will focus on reaching a pre agreed target for their year group. E.g. to achieve 20 dojo's by Friday lunchtime. This target is shared and displayed in the classroom as a reminder to all pupils. Any pupil who achieves this target will receive a reward.

Any staff member is able to award a dojo to any pupil via any mobile device or through simply logging on to the dojo website. <https://www.classdojo.com>. At the end of each week every child's dojo bubble is reset.

Dojo – Rewarding an achieved target:

All pupils are rewarded for achieving the class Dojo target. Each week their successes are celebrated in a Rewards assembly where those pupils who have achieved their target receive a dojo sticker.

In Foundation Phase (N, R, Yr1 and Yr2) pupils who achieve the class target will be given 10 minutes of extra play each week after their rewards assembly.

In KS2 pupils are able to save up these weekly achievements and work towards a **Dojo Day** which will be the last day of each half term. On Dojo Day pupils will be able to trade in the number of weeks that they have achieved the class target for an experience reward based on a tiered reward structure. For example: Child A has achieved the class dojo target for 5 weeks out of a possible 6. They will be able to select any experience reward either equal to or less than 5 from the experience list.

Some Experiences ideas:

- 6 - Film in the hub with deluxe hot chocolate
- 5 - Camp fire and songs with hot chocolate / Baking a cake and eating it!
- 4 - Short Film



- 3 - Camp fire songs / Dance video time
- 2 - Board games / free choice activities in class for 20 minutes
- 1 - 10 minutes of extra play.

If a child fails to achieve any dojo rewards they will continue with their normal classroom activities.

At the end of a school week all of the class Dojo bubbles are reset. Should a pupil continually demonstrate exemplary behaviour and achieve the class target over a repeated number of weeks over the year, pupils may also be rewarded through:

Achieving target 10 times = Change Avatar

Achieving target 18 times = Change Avatar to Critter

Achieving target 25 times = Change Avatar to Critter or Personal avatar / Picture

Each week class Dojo's will be recorded and added to the class Dojo chart to record weekly achievement.

If a child has earned a Dojo, they can never be taken away from them, even if they exhibit subsequent poor behaviour. We believe it can be detrimental to remove something which has been positively earned as a sanction for other behaviours.

Top Dojoers

To recognise those pupils who have had demonstrated exemplary positive attitude towards their behaviour and their learning the pupils with the two highest totals in their class will be sent a text informing their parents about their achievements. They will also receive additional recognition in the rewards assembly.

Awards Assembly

Awards assembly includes a weekly celebration of the outstanding work and attitudes to learning that pupils have displayed during the week. On a Friday afternoon each teacher will award a minimum of 4 certificates to pupils for the following areas:

- Use of the Welsh language
- Demonstrating positive behaviour
- Two certificates to be given out for outstanding work or excellent ethos towards their learning.
- Top class dojoers are recognised.

Sanctions

We expect all of our children at Llanishen Fach Primary to be:

“Honest, Determined and Respectful”

Children should:

Take of themselves, their learning, other people and my school.

Be courteous and polite to all



Cooperate with everyone, to achieve our best in our school community

At times it may be necessary to deal with behaviour which is not expected or valued at Pentyrch. Such behaviour will be dealt with consistently and fairly through the following approach and where necessary the appropriate sanctions imposed.





What happens if a pupil misbehaves?

Teachers' Graduated Response

<p>If a child misbehaves...</p>	<ul style="list-style-type: none"> Remind the pupil of the good behaviour expected at Pentyrch. (Relate back to Honesty, Respect, Determination.) Let them know exactly what poor behaviour choice they were exhibiting. Pupil remains on green on the class behaviour chart. 	<p>REMINDER</p>
<p>If they misbehave again...</p>	<ul style="list-style-type: none"> Again remind the child of the good behaviour expected at Pentyrch. Pupil remains on green on the class behaviour chart but tell them clearly that they will receive a warning card if their poor behaviour continues. Look to praise quickly afterwards if they modify their behaviour (reinforce the positive & catch them being good). 	<p>REMINDER</p>
<p>If they misbehave for a third time...</p>	<ul style="list-style-type: none"> Tell the pupil that this is the 3rd reminder and ask them to 'peg down' to orange on the class chart. Make it clear that they will receive a consequence card if their poor behaviour continues. Ask the pupil to sit away from other children for either 3 (FP) or 5 (KS2) minutes with a timer to reflect on their behaviour. Afterwards remind the pupil what they did and if they continue they will receive a consequence card. If the pupil demonstrates that they can behave appropriately ask the pupil to remove the warning card (teachers' discretion). Look to praise quickly afterwards if they modify their behaviour (reinforce the positive). 	<p>WARNING CARD</p>
<p>If after that chance they still carry on misbehaving...</p>	<ul style="list-style-type: none"> Tell the pupil that this is the 4th reminder and ask them to 'peg down' to red on the class chart. Ensure they know why they have received the card. Tell them that you will be informing their parents. Send them out to a prearranged classroom for 5/10 minutes 'timeout'. Upon return remind them that they will be sent to the HofS / SLT if their poor behaviour continues. 	<p>CONSEQUENCE CARD</p>
<p>If after that chance they still carry on misbehaving...</p>	<ul style="list-style-type: none"> If their behaviour continues on return, send them to the HofS / SLT who will then decide on the appropriate consequence. The HofS / SLT or senior teacher will speak with the parents. 	
<p>If another consequence card is issued on the same day or there is a sustained pattern of poor behaviour the HofS / SLT will contact parents to arrange a meeting. Behaviours will be monitored over time. An behaviour plan or similar system may be implemented where required only after consultation with the HofS / SLT.</p>		





What will happen if I misbehave?

...Consequences of poor behaviour

<p>If I misbehave...</p>	<ul style="list-style-type: none"> I will have a reminder of the good behaviour expected at Pentyrch. 	<p>REMINDER</p>
<p>If I misbehave again...</p>	<ul style="list-style-type: none"> I will be reminded about what will happen if my poor behaviour continues. 	<p>REMINDER</p>
<p>If I misbehave for a third time...</p>	<ul style="list-style-type: none"> I will be asked to 'peg down' to orange on the class chart. I will be reminded what will happen if the poor behaviour continues. I sit away from other children for either 3 or 5 minutes with a sand timer to reflect on my behaviour. If I show the teacher that I can behave appropriately the teacher will ask me to remove the warning card. 	<p>WARNING CARD</p>
<p>If after that chance I still carry on misbehaving...</p>	<ul style="list-style-type: none"> I will be asked to 'peg down' to red on the class chart. I am not being fair to my classmates and I am stopping the learning taking place in my class. I will have 'time out' in another class for 5/10 minutes. My teacher will inform my parents. 	<p>CONSEQUENCE CARD</p>
<p>If after that chance I still carry on misbehaving...</p>	<ul style="list-style-type: none"> If my behaviour still continues, I will be sent to Mrs Reynolds / Mrs Bates who will then decide on the appropriate consequence. My parents will be informed by Mrs Reynolds / Mrs Bates. 	
<p>If all of this happens again and I have another consequence card my parents will be called to meet with Mrs Reynolds or Mrs Bates and my teacher.</p>		



Lunchtimes

- Lunchtime supervisors report any behavioural difficulties to a member of staff on duty and / or ensure any positive or negative behaviour is fed back to the class teacher.
- For extreme behaviours points one to four may be fast-tracked and a consequence card may be issued.

There are a variety of activities available for children during the lunch time. These include clubs, organised games and play boxes which have a selection of items to engage the children.

Warning and Consequence Cards

When a pupil receives a warning card they will be asked to place a yellow card on their class chart. This will be left on the chart until the child demonstrates the good behaviour that is expected of them. If the pupil continues to make poor choices regarding their behaviour they will be given a red warning card which will replace the yellow warning card. This is then recorded on the class chart.

Individual Behaviour Plan

A small minority of pupils may not be willing or able to comply with school / class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Plan (IBP). This is a supportive plan, where we want to support the pupil towards behaving in a more appropriate and acceptable way. Before any IBP is initiated, a member of the schools' senior leadership team will liaise carefully with both the class teacher and pupil and ensure the plan is shared and explained carefully to parents.

Further action

Whilst for many children these sanctions in themselves are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Head teacher when all other options have been exhausted.

When children are causing considerable concern a Pastoral Support Plan may be drawn up. This is compiled after seeking advice through a multi-disciplinary meeting.

When a child is exhibiting aggressive behaviours which endanger the safety of others, we may need to restrain that child for his/her own safety and that of others. In these instances we use positive handling



techniques as suggested by the local authorities' Behaviour Support Team. Several staff members are trained in *Positive Handling* and should we foresee a need for this we will work in partnership with parents and the Behavioural Support Team to create a positive handling agreement.

Communication and parental partnership

We give a high priority to clear communication within the school and to a positive partnership with parents since they are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The School will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Monitoring and review

This policy is monitored by the Deputy Head teacher. It is reviewed in line with the School reviewing procedures. Staff regularly discuss systems and structures in place and will amend these in light of any changing behaviours or new strategies available.





Behaviour Policy Quick Reference Guide

Rewards – Class Dojo.

- A Dojo week usually starts after lunch on a Friday.
- Dojo's are awarded all week with a maximum of 2 Dojo's given at any one time. (2 Dojo's would be for something absolutely outstanding!)
- When awarding a Dojo recognise the skill that the child has displayed, i.e. Resilience, Finishing work, or great manners.

Rewards Assembly

- Before Rewards assembly:
 - Record each child's individual Dojo's total on the class chart – mark whether they have achieved the Dojo target or not.
 - Identify your top 2 pupils whose parents will be sent a celebratory text.
 - Give all pupils who achieved the target a 'Dojo Master' sticker.
 - Remember to also write your 4 certificates (Learning, Welsh, Handwriting & Behaviour)
- After Rewards Assembly
 - Pupils in Foundation Phase who achieved the class target will receive extra play. (10 mins)
 - KS2 pupils will celebrate their achievements on Dojo Day.
 - Reset all of your children's Dojo bubbles. (Make sure you've updated the class chart first!)
 - Set a new Dojo target with your class. This **must** be the same target across both classes in your year group.

Dojo Day

- This takes place on the last day of each half term
- Pupils in KS2 will spend the equivalent of the total number of weeks they have achieved the Dojo target in exchange for an experience.

Sanctions – (Catch them being good)

- 1st Reminder
- 2nd Reminder
- Warning Card
 - Time out in class 3 mins FP / 5 mins KS2
 - Record on class Dojo chart
- Consequence Card
 - Remind child that parents will be informed
 - Send them out to a prearranged classroom for 5/10 minutes 'timeout'.
 - Record on class Dojo chart
- If Behaviour continues send to HT / DHT



NB: If a child has earned a Dojo, they can never be taken away from them even if they exhibit subsequent poor behaviour. It can be detrimental to remove something which has been positively earned, as a sanction for other behaviours.



Anti-bullying

Definition

“Bullying is considered to be deliberate, hurtful behaviour, repeated over time, where a sense of powerlessness can make it difficult for a victim to defend him or herself.” (Respecting Others: Anti-bullying Guidance: National assembly for Wales)

Bullying commonly:

- involves aggression (deliberate, either verbal or physical)
- involves unequal power relationships
- results in pain and distress (physical, mental or emotional)
- is persistent.

We are fortunate that within our school community, we have children who are considerate and will seek help for another child who is distressed. However, as a school, we are careful to not be complacent and we raise awareness of the anti-social nature of bullying through our SEAL programme, school assemblies, the School Council and in the curriculum as appropriate.

Aims of the school

- We are committed to provide a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our school.
- We teach that bullying is wrong and damaging. We do all we can to prevent it by developing an ethos in which all pupils see bullying as unacceptable.
- If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a ‘telling’ school – anyone who knows that bullying is happening is expected to tell the staff.
- We aim to respond to all bullying incidents in a consistent manner.

Objectives of the school

- All staff, governors, pupils and parents should have an understanding of bullying.
- Bullying will not be tolerated
- To have clear procedures for reporting bullying that should be followed and understood.

Strategies employed by the school

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school. It is essential to put in support systems for those pupils who feel vulnerable. We realize that there is no one single strategy that can be applied to tackling bullying. Therefore, it is necessary to have a range of strategies available.

- Assemblies that promote good behaviour, friendship and the unacceptability and nature of bullying.
- Events and visitors during anti-bullying week and throughout the school year
- Community police officers working with classes
- PSE curriculum - SEAL
- Year 6 buddy scheme and friendship stops.



- Circle of Friends programme where appropriate

Procedures and consequences

- Teachers and Teaching Assistants observe the pupils and their behaviours throughout the school day. If they witness bullying or negative behaviours or if reported to them by pupils, staff or parents they will investigate and act on any concerns.
- Designated staff are on duty at break times and lunchtimes. They watch for the isolated child, making sure that the child is not isolated due to bullying. Other children are encouraged to interact and play with the child.
- If an action causing distress is witnessed, they will support the child who is upset and deal with the child causing upset in accordance with behaviour procedures.
- Whenever possible the children are encouraged to be reconciled.
- In cases of repeated bullying, the class teacher and a senior member of staff will meet with the children to attempt to resolve the issue. The bully and the victim will be listened to individually.
- If such cases continue to give concern, the Headteacher or senior member of staff will inform and meet with parents.
- Attempts will be made to help the bullies change their behaviour. This may involve behaviour contracts being drawn up, and monitored.
- If bullying continues, the bully will be withdrawn from situations where bullying mainly occurs.
- In serious cases, suspension from activities or school will be considered.
- Where bullying by or to a child is significant, the Head teacher or Deputy Headteacher may consider implementing the schools Child Protection procedures.
- The victim will be supported by staff and pupils encouraged to assist in this process. In cases where a child feels isolated, 'Circle of Friends' programme may be put in place.

The strategic role of the Headteacher

- It is the responsibility of the Headteacher to implement the school Anti-Bullying Policy and to ensure that staff are aware of the policy and how to deal with incidents.
- The Headteacher ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- The Headteacher reports to the Governing Body on the effectiveness of the policy on request.
- The Headteacher ensures that all pupils know that bullying is wrong and that it is unacceptable behaviour.
- The Headteacher will use assemblies as a forum to promote positive behaviour and discuss the nature of bullying and how to address it.
- The Headteacher works with staff to set the School climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The strategic role of the Governors

The Governing Body supports the Headteacher in the implementing of this policy. Governors do all that they can to eliminate bullying from our School and to ensure that incidents of bullying are taken seriously and dealt with appropriately.



The role of staff supporting this policy.

- Staff will be vigilant and keep a special look out for bullying incidents.
- Staff will take all forms of bullying seriously and intervene to prevent incidents taking place. They keep notes of serious and concerning incidents and behaviours that occur with pupils in their class.
- Strategies for dealing with bullying are taught as part of the SEAL sessions.
- Pupils are made aware of the types of bullying during SEAL sessions.
- Staff talk to children about how to report and prevent bullying.
- Staff will investigate all instances of bullying reported.
- Staff will counsel and support the victims of bullying.
- They will spend time with the child who has bullied, discussing the negative behaviour and how to change that behaviour in the future.
- They will apply the Behaviour Policy consistently
- If a child continues to present with behaviours that constitute 'bullying' they will inform the Headteacher or a senior member of staff and seek advice of the next step.
- Staff may be asked to attend a meeting with parents to discuss the way forward.

Pupils

- Children are actively encouraged to report any incidents of negative behaviour and bullying that they observe or are aware of. This should be immediate when a pupil is being physically attacked.
- 'Buddies' are encouraged to lookout for pupils who are standing alone and possibly presenting as being distressed, to offer support and assistance. Buddies will report concerns to staff.
- Pupils are regularly reminded that the best way to help a victim is to tell a member of staff and not to get involved in an incident.
- Pupils are asked to use strategies taught in SEAL sessions for dealing with bullies.
- They are encouraged to use 'Friendship Stop' if they feel isolated or vulnerable.

Parents

- Parents are asked to familiarize themselves with the Anti Bullying Policy. This is available on request from the School Office.
- Parents who are concerned that their child might be being bullied, or suspect that their child may be a perpetrator of bullying, should contact their child's class teacher immediately.
- Parents are asked to support the school's Anti Bullying Policy and actively encourage their child to be a positive member of the School.

The Headteacher and the Governors are responsible for monitoring the policy to ensure that it is applied. Relevant aspects of the policy are communicated to parents when discussing incidents where the policy applies.

The policy applies equally to all those in the School Community regardless of gender, ethnicity, social circumstances and prior attainment.

