



Responsibility, love, care and respect

Cyfrifoldeb, cariad, gofal a pharch

Policy for Behaviour

Our School Aims

We aim to create a safe and nurturing environment that enables our learners to generate self-esteem, respect, confidence and self-worth.

We aim to positively promote and instill a lifelong healthy lifestyle, both mentally and physically.

As a church school, we aim to develop the Christian ethos which is inclusive of race, culture, gender, disability and all belief systems.

We aim to develop positive behaviours which are conducive to learning.

We are passionate about the environment and our world and we actively encourage sustainability for ourselves and future generations.

We are proud of our Welsh heritage, rich in history, culture and language and aim to promote and celebrate this.

As a small church school, we aim to develop positive relationships between staff, pupils, families, governors and the wider community. We aim to develop a sense of community where all feel valued and part of the Licswm School Family.

We aim to develop lifelong learners, pupils and staff, who are ready to play their part in the world.

By following the four purposes of the Curriculum For Wales, we aim to provide a curriculum that is ambitious, creative, holistic, inspiring enterprising, varied and engaging.

We aim for each child to achieve their own individual potential, through our nurture and support for pupils and their families.

Aims of this Policy

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, support staff - teaching assistants (TAs), Dinner time staff (MDSAs), breakfast club staff, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- For children to distinguish between positive and negative behaviour, right and wrong.
- To treat problems when they occur in a caring, sympathetic and consistent manner.
- To help children to make informed decisions about their behaviour, to make the right choices and to understand that actions may have consequences.

This policy should be read in conjunction with the Anti-bullying Policy.

Our Rules and expectations of all pupils.

- Show respect to each other and to all staff; be kind and polite.
- Look after your own things, school things and other people's things.
- Speak kindly to each other and to all adults.
- Remember to use please and thank you.
- Say, "Stop that! I don't like it!", if someone is doing something that you don't like.
- Please use your voice to ask for help if you need it.
- Use kind hand/feet (younger children); Respect other peoples' personal space. (Older children)
- Once an incident has been dealt with, draw a line and move on.
- Be honest and tell the truth.
- Treat all adults with the same respect – we all care about you!

Expectations of all adults in school

- To treat all pupils equally, fairly and with respect.
- To create a safe and positive environment.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To aim to form a good relationship with parents so that all pupils can see that key adults in their lives share a common goal.
- To recognise that each pupil is an individual.
- To promote our school values.
- To communicate clearly so things don't escalate and staff can manage incidents as quickly as possible.

Parents can help by:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children. Parents will be informed, so they can work with the child.
- By discussing our Golden Rules and Expectations with their child, emphasising their support of them and assisting when possible with their enforcement.
- By not encouraging their children to hit back but to report all incidents to an adult.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By understanding that good learning and teaching cannot take place without good pupil behaviour from all.
- By remembering that staff deal with behaviour problems patiently and positively, listening to all sides of the situation and acting fairly with knowledge of the facts.
- Not discussing issues on social media.
- Not approaching parents or pupils outside school, especially if they are not close friends.
- By treating our staff with respect and kindness, remembering that we all share the common goal of helping and supporting your child on their learning journey.

Encouraging and Rewarding good behaviour

Dojo points

We use the electronic Dojo system in school. Pupils voice plays a significant role in this. Each class decides what positive behaviour dojos are used to reward and how many points will be given. Each class also decides what constitutes negative behaviour how many dojo points are deducted. Pupils therefore have ownership of this system.

Breakfast Club staff and Lunch time supervisors are also included in the system and can add and deduct a chosen number of points.

Dojo points are recorded individually for each pupil. When they reach set totals, each pupil receives their 1st, 2nd or 3rd dojo badges to wear on their uniform and to keep.

Individual pupil totals count towards whole class totals. Each class agrees a set total that they work towards and, once reached, the class decides on a whole class reward, such as an own clothes day or a pyjama day. This promotes teamwork and collective responsibility. Class totals are typically reached once per term.

Star of the Week.

Each class teacher, lunchtime supervisor and breakfast club staff will nominate one pupil for star of the week. They will receive a certificate during collective worship on Friday.

Praise Postcards

These will be sent home termly for excellent behaviour, from the Headteacher.

Unwanted behaviour and sanctions

We hope that none of our children display anything listed below. However, if any adult has to deal with unwanted behaviours, it is important that we all do so consistently.

Staff have agreed the following:

Descriptions of behaviours	Sanctions
Very Low Level Behaviours that move outside of our Rules and Expectations. These could include: <ul style="list-style-type: none">• Saying unkind words• Not following instructions• Calling out• Not tidying up and letting other people do the work	Verbal reminders Followed by (if needed) Dojos taken away by teachers, lunchtime supervisors or breakfast club staff.

<ul style="list-style-type: none"> • Swinging on chairs • Disturbing others • Being off task • Making silly noises. 	
<p>Low Level</p> <ul style="list-style-type: none"> • Pushing (low level physical actions) • Low level damage of property • Bad language due to an action • Teasing and taunting (for the first time) • Minor challenge to authority 	<p>If this is a sudden change of behaviour it could be that it needs to be logged on CPOMs. Potentially, it could be a child protection issue.</p> <p>Action needs to be taken immediately for nursery children – stop and think chair for the length of a timer.</p> <p>Pupil loses a break time</p> <p>Pupil given a yellow Stop and Think card – adult records what has happened on it and pupil gives it to the class teacher.</p> <p>Card stored in the classroom by class teacher.</p>
<p>Medium Level</p> <ul style="list-style-type: none"> • Deliberate actions meant to disturb or hurt others after sanctions above • Continued behaviour as above, ignoring previous sanctions 	<p>Must be logged on CPOMs by the adult/s present.</p> <p>Pupil to lose break and lunchtime the next day.</p>

<ul style="list-style-type: none"> • Fighting (actionary/hot headed reaction) • Deliberate hurting of other pupils • Swearing at another pupil/adult • Leaving class without permission • Major challenge to authority • Continued refusal to follow instructions • Threat of violence • Online abuse (First time) 	<p>Amber Stop and Think card – adult records what has happened on it and pupil gives it to the class teacher.</p> <p>Card stored in the classroom by the class teacher.</p> <p>Phone call home – record on CPOMs. (Class teacher)</p>
<p>High Level</p> <ul style="list-style-type: none"> • Bullying, including online • Pre-meditated fighting/harm • Theft • Vandalism • Continued behaviour as above ignoring previous sanctions • Truancy 	<p>Must be logged on CPOMs by the adult/s present.</p> <p>Pupil not on playground for a period of time – alternative provision.</p> <p>Red Stop and Think card – adult records what has happened on it and pupil gives it to the class teacher.</p> <p>Card stored in the classroom by the class teacher.</p> <p>Headteacher/Assistant Headteacher action.</p> <p>Full investigation – recorded on CPOMs.</p>

	<p>Phone call home – record on CPOMs.</p> <p>Letter home – record on CPOMs.</p>
<p>Very High Level.</p> <ul style="list-style-type: none"> • Higher level physical behaviour or physical violence towards adults or pupils • Possession of a weapon • Possession of drugs • Evidence on continued bullying including online • Throwing furniture • Deliberate destruction of classroom/resources • Extreme vandalism. 	<p>Must be logged on CPOMs by the adult/s present.</p> <p>Pupil not on playground for a period of time – alternative provision.</p> <p>Headteacher action.</p> <p>Full investigation – recorded on CPOMs.</p> <p>Phone call home – record on CPOMs.</p> <p>Letter home – record on CPOMs</p> <p>Headteacher only will decide if a formal fixed term exclusion is imposed.</p>

Intervention/ Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Refer to the Restraint Policy.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Assistant Head who will take immediate action to involve parents.

All details of the situation must be recorded on CPOMS which notifies the Headteacher.

The Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Individual Behaviour Plan.

At Ysgol Licswm, we are proud to have many brilliantly behaved children who are a credit to our school and the wider community. There may be, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to discourage unwanted behaviour/ change individual children's behaviour. These are used by all staff. It may be appropriate to write an IDP (Individual Development Plan for Behaviour) stating the behaviour to be addressed and the strategies to be used to help that child manage/change their behaviour.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Behaviour plans are person centred and will take into account the following :

- Setting behaviour targets where small steps are devised so that they are manageable and the child achieves success (e.g. sitting on chair for given length of time, putting hand up to answer questions)
- Change in classroom organisation / seating position
- Using different resources (work may be too difficult causing child to disrupt)
- Alternative acceptable behaviour

A wide range of individual rewards are used to reinforce positive behaviour. These can include:

- Rewards of stars/smiley faces on work, on charts or in a special book
- Use of special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes/ members of staff
- Headteachers Award, children are sent to share their good work / behaviour with the Headteacher
- Involving parents at an early stage to make an action plan or IDP together

By using a positive system of rewards and reinforcing good behaviour, we help children to feel good about themselves.