**Policy: Code of Conduct & Behaviour Policy**

This is to confirm that the Governing Body of Peterston super Ely CIW Primary accepted the attached policy at the Governing Body meeting held on

Print name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governing Body

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Policy in Autumn term 2019**

All those people involved in the life and work of the school (the Stakeholders) will be responsible for the implementation of this policy.

The Code of Conduct and Behaviour Policy will be updated, discussed and shared with Stakeholders every three years and feedback from children and parents will be given full consideration. It will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti Bullying policies.

**AIMS**

* To provide a safe and controlled environment where children feel physically and emotionally secure, where they are able to learn, work and play to their full potential.
* To promote good manners, consideration and tolerance for other.
* To ensure children take pride in themselves and their environment.
* To recognise and actively support good behaviour, marginalise unacceptable behaviour and implement a balance of rewards and consequences within a positive atmosphere.
* To ensure that all staff apply school / classroom rules, rewards and sanctions, consistently and fairly, in school and when representing the school off-site, e.g. school trips.
* To encourage children to develop self discipline, self control and high self esteem.
* To promote a warm, caring and supportive atmosphere in which all members of the school community know they are valued.
* To provide opportunities for the children to recognise, learn and use appropriate social skills and good behaviour.

**IMPLEMENTATION**

All those people involved in the life and work of the school (the Stakeholders) will be responsible for the implementation of this policy. The policy will be implemented through an agreed, whole school system of rewards and consequences, which will foster a co-operative and positive school ethos. All adults in the school will endeavour to provide exemplar role models at all times and promote this by praising good examples wherever they are seen in the school.

**RULES**

Consistency provided by rules help to provide the security needed by children. We will keep the number of rules to a minimum and framed in positive statements.

At the start of each school year all whole school rules will be discussed and clarified with the children. They will also be reviewed on a regular basis through the School Council and all stakeholders.

Each class will also negotiate and agree on individual classroom rules, which will be clearly displayed and referred to when necessary. Wherever possible, rules will be framed in a positive manner, making it clear what is to be encouraged, rather than what is to be punished i.e. We will…… instead of Do not…..

At Peterston super Ely Church in Wales Primary School the following school rules have been agreed:-

* *Respect yourself*
* *Respect each other*
* *Respect the school*

**GENERAL PROCEDURES**

* Staff must ensure that children leave the school building for playtime/lunchtime/home time in an orderly manner with NO running.
* At the end of the school day staff must accompany children to the playground to be picked up by their parents.
* Coats/bags on pegs in cloakroom areas must always be hung up. The children should see that this happens, but it is the teachers’ responsibility to enforce this.
* Staff must ensure quiet entrance and exit to and from Worship/Assemblies. Staff must not talk to other staff and to children during this time (unless necessary). Staff must try and make this time a peaceful and reflective time.
* Children must never be left unsupervised.
* Bad language (from children and staff) is not acceptable

**REWARDS**

The positive ethos of our Code of Conduct & Behaviour policy places emphasis on rewards. We will reward children for good behaviour, effort and examples of good work in a variety of ways:-

* *Congratulating and praising children*
* *Awarding house points*
* *Special stickers, certificates and whole class rewards*
* *Extra playtime*
* *Treats from the class box*
* *Headteacher’s Golden sticker*
* *Recognition at a weekly Achievers Assembly*
* *Additional individual class rewards*
* *Dojo’s*

**House Points (HP)** will form the basis of the whole school reward system.

There are three Houses, Ely, Taff and Usk. Upon entry to the school, each child is assigned to a school House. Brothers and sisters belong to the same House. In order to encourage pupils, teachers are also assigned to a House. House Captains and Deputies are elected by the children from Year 6.

HP will be able to be given by all members of staff or other adults working within the school (including parents on school trips).

* HP can be given to children and staff for upholding the rules (HP are also given for effort and good work, these are kept on charts in classrooms and are totalled each week and added to the running total for each house).
* If a person displays excellent behaviour or tries very hard they can be rewarded with a ‘House Colour’ token worth 5 HP (Yellow / Green / Blue). These tokens can be given by any member of staff but must be put into the correct HP box in the hall.
* If a person displays outstanding behaviour or tries amazingly hard they can be rewarded with a golden HP token worth 10 HP. The person’s name will be noted in the Gold Token Book and a certificate of notification will be sent home in recognition of the award. During the weekly Achievers Assembly the names of the children receiving the golden tokens will be read out in front of the whole school. The golden token can be given by any member of staff but can ONLY be issued by a member of the Senior Management Team (SLT).
* Totals will be collected at the end of each week and announced in the weekly Achievers Assembly (on a Friday). The totals will then be rolled on weekly throughout the year. The House who has the most HP in the penultimate week of the school year wins the House Point Trophy! Children and staff in the winning house will win a whole day or half day treat (to be decided by Headteacher).
* (In classes where Dojo’s are used these will be converted to House Points and collected in the same way)

**Other Rewards**

* Achievers of the Week – two pupils in each class who have displayed an outstanding example of hard work or good behaviour are chosen by their class teacher and are presented with a certificate at Achievers Assembly.
* Citizen of the Week – two pupils chosen (one from FP / one from KS2) by the Headteacher on the basis of having shown good behaviour/ attitude that upholds the schools values and ethos. These pupils are presented with a Citizen of the Week certificate.
* Class of the Week – the Headteacher awards the Headteachers Class of the Week Cup to the class who they believe has upheld the school rules or tried their hardest. The winning class will be rewarded by their class teacher – extra play, marbles in jar etc. A running tally of recipients will be kept and the class who wins this award the most over a term will win! They will win a half day treat (to be decided by Headteacher).
* Individual Class Rewards – Teacher can choose to implement other in-class rewards that are appropriate for the maturity of the children in their class. E.g. Dojo’s, marbles in a jar, sticker charts etc.
* Midday Supervisor / Lunchtime Rewards – HP can be given by Lunchtime Supervisors for good behaviour, helpful actions and co-operative play. The schools kitchen staff can also reward children for eating meals and for being helpful in the dining hall.
* Big Sticker – Once a week Mrs Antoni will award a Big Sticker to one child in FPh and one in KS2 who have demonstrated particular good behaviour or effort. This will be highlighted at Friday lunchtime.

**CONSEQUENCES**

**“You are free to choose but you are not free from the consequence of your choices.”**

Although the emphasis is on recognising and rewarding good behaviour at our school, disruptive behaviour and rule breaking will not be excused but dealt with from a positive but corrective stance by balancing rewards with appropriate consequences.

The following procedures are generally followed in each class with differentiation to match the age, maturity and knowledge of individuals in the class.

* *Verbal warning and identification of the rule infringed. Praise children who are keeping the rule.*
* *Thinking time*
* *Minutes off play time*
* *Time out in another class*
* *Sent to the Deputy Headteacher*
* *Sent to the Headteacher*

***Note***

* *All serious displays of unacceptable behaviour are to be immediately referred to the Headteacher who will, if necessary, contact parents.*
* *In certain circumstances a child may need to skip to a different sanction.*
* *In some situations a behavioural book or IBP (Individual Behaviour Plan) may be set up between home and school to help monitor the behaviour of individual pupils.*

**House Points As Sanctions**(these can be issued in addition to or instead of the above sanctions)

* Every member of staff can remove HP tokens from the House boxes. This should be done if a child has had to be disciplined using the individual class system or continues to choose the wrong behaviour after several warnings (breaking the school rules).
* This MUST be done if a child is sent to their Head of Key Stage, Deputy Headteacher/Headteacher or is violent.
* HP are removed from boxes by the child obtaining a red token from a member of the SLT – in the first instance this should be from the Headteacher. If the Headteacher is not available then the Deputy Head and so on. The red token is then added to the HP box and when the totals of the HP boxes are calculated (on a weekly basis) the red token will mean 5HP are deducted. The red token is punishment enough and should be added to the box as discretely as possible.

We will actively establish positive relationships and mutual respect with all pupils. Time should be given to listen carefully to their views and behaviour problems should be handled in a constructive, caring and sensitive manner. It is important that children know and actively experience that sometimes adults may not like aspects of their behaviour, but that the child is liked as a person and that their potential for good behaviour is recognised.

Every effort must be made to establish the facts before making judgements and ensure that rewards and sanctions are used fairly and consistently. Care should be taken when the only “evidence” available is that of another child, however reliable they may appear.

Children should be encouraged to discriminate between minor and serious offences, so that tale- telling is discouraged, while important issues are not ignored. Children will be taught how to deal with minor problems through PSE.

**PLAYGROUND PROCEDURES**

**Entering School (beginning of day)**

* At 8.50am all teaching members of staff will be on the playground ready to welcome their class.
* At 8.50am a bell will be rung – children to line up quietly as a class (one row for boys, one for girls) in front of their teacher. Children will only be sent in if their teacher is there to accompany them into school.
* Staff to ensure that children hang their belongings appropriately.

**Play Times (break & lunch time) - Dry**

* It is the class teachers’ responsibility, during times where coats may be needed to ensure children take them onto the yard at the beginning of playtime. Children are NOT to return to the school buildings to get coats.
* Pupils are to play only in the designated play zones (playgrounds, field, adventure trail etc).
* A child entering the school to use the toilet MUST obtain a toilet token from a member of staff on duty.
* Two members of staff on duty at all playtimes – if it is dry enough for the adventure trail to be used one teacher MUST be overseeing this area to ensure it is being used safely and that it is not too congested. This is the responsibility of the teacher on duty.
* During the winter (or summer if weather is inclement) the pupils are not allowed on the field for H & S reasons.
* Pupils are not allowed to play on the grass around the adventure trail, at the back of the sheds, on the grass around the picnic tables (winter only) or around the steps to the Forrest classroom.
* Pupils are not to stand on the picnic bench tops or seats.
* Pupils are not to sit on the picnic bench tops.
* No balls are allowed on the top yard.
* No swinging on bars (football posts or railings outside fire exits)

**Play Times (break & lunch time) – Wet**

* Morning Play – staff on duty will be joined by staff on afternoon duty to ensure there is enough cover. FP pupils will play in the hall in zones. KS2 will stay in their classrooms or in the computer suit (this is rota based). Y5 will go to the classroom of the class that is using the computers.
* Lunch Time – FP pupils will stay in the Y1/Y2 classrooms and will be read a story / play wet play games or watch a DVD. KS2 will follow wet play routine as per Morning/Afternoon plays. KS2 will be called into dinner as usual.

**Entering School (after play time)**

* Staff need to be notified that the bell / whistle is going to be rung/blown.
* A whistle or bell will be blown / rung - children are to stand still in silence and listen to the instructions from the staff on duty. Classes are to be asked to walk into school either a class at a time or two classes at a time (this is at the discretion of the staff on duty). No more than two classes to be called at any one time. Class are to WALK into school at ALL times.
* Staff to ensure that children hang their belongings appropriately.

**Entering School (after lunch time – 1pm)**

* At the end of lunchtime a whistle or bell will be blown / rung – children to line up silently as a class (one row for boys, one for girls). KS2 teachers to collect their class from the yard. FP children to be walked silently by LSAs and midday supervisors into the hall ready for their ‘5 a Day’ cool down. (In FP this may change depending on the weather and other circumstances, but will be at the discretion of the LSA/MDS on duty)
* Staff to ensure that children hang their belongings appropriately.

**PLAYGROUND RULES**

1. *Stay on the playground when the field is wet.*
2. *Ask permission to go to the toilet*
3. *No balls to be used on the top playground.*

**PLAYTIME REWARDS**

As per the whole school reward system (House Points)

**PLAYTIME CONSEQUENCES**

1. *Warning / Reprimand*
2. *Cool Down Wall – 2 minutes*
3. *Cool Down Wall – 5 minutes. Name given to the class teacher.*
4. *Sent to the Deputy Headteacher*
5. *Sent to the Headteacher*
6. *Act of Violence - the child/children will lose 5 HP (red token) and will be given 5 minutes on the Cool Down Wall with their name being given to their class teacher. In extreme cases pupils may be sent straight to the Headteacher.*

**Playground Injuries**

Children who are hurt during playtime/ lunch time should report to the adult on duty. The adult on duty will take the necessary steps to ensure hurt children are dealt with appropriately.

The adult on duty will report any injuries to the class teachers, and give them a completed accident form for the child to take home. It is the class teachers’ responsibility to ensure that the accident form is taken home and that parents are notified on any injuries (as necessary).

It is the member of staff on duty/Lunchtime Supervisors responsibility to ensure that an accident form is filled out if necessary and that class teachers are aware of the injury so they may inform parents if necessary.

The Office will be informed of any head injuries and a phone call will be made home to inform parents/guardians.

**Lunchtime Supervisors will expect: -**

* To feel they are a valued part of the school structure
* The children to be well behaved and respectful
* To have First Aid training regularly
* To have copy of the Schools Code of Conduct and Behaviour Policy as a guide
* To have training in playground games and behaviour management
* To have the use of the Schools reward and sanction system
* To have the full support from the teaching/ non-teaching staff on the school where there is a problem they are unable to solve.

**DISCIPLINE - BEHAVIOUR - ATTITUDES**

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| --- | --- |
| **CHILD**What we expect | **STAFF**What we must do |
| Manners – please, thank you, excuse me, holding doors etc | Staff must model this behaviour, especially with children and remind children to use their manners.  |
| Children to speak politely, not shouting or talking over others | Staff must set the example – talking quietly, ensuring they do not talk over others and only raising their voices in the minority of cases. |
| Children must conduct themselves in an orderly manner around school and when representing school – best possible behaviour e.g. walking, not talking, good demeanour, respecting property etc. | Staff must police children, allowing no swinging on chairs, feet on furniture, running, poor language etc.  |
| Children must work in class quietly or in a manner appropriate for the lesson.  | Staff must set these agreed standards/expectations for children.  |
| Children must be quiet in Worship/ Assembly | Staff must be quiet in Worship/ Assembly |
| Children to show consideration to others and property. | Staff must teach this by setting good ground rules – tidy, well presented & organised classrooms, enquiring after children who have been absent etc.  |
| Fair Play | Staff must always listen to both sides.  |
| Cleanliness and appropriate dress | Staff must be tidy and dressed well (smart/casual. No denim, low cut tops or inappropriate length skirts. Staff must point out inappropriateness of e.g. hats on inside, jumpers around waists, hands in pockets, sleeves covering hands, untucked tops etc.  |

**THE UNRESPONSIVE CHILD / THE CHILD IN CRISIS**

The vast majority of a child’s behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of consequences.

However, there may be some instances where action has to be taken immediately to deal with a child’s disruptive behaviour.

It will be essential to:

* Discover the exact nature of the problem.
* Show empathy and concern.
* Find out why, where and when a problem occurs.
* Work with the child to improve behaviour.
* Agree on a course of action.

There will be a small minority of children for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these children. At this point consideration must be taken to placing the child on the SEN register at School Action.

Class teachers should use the behaviour flow chart and script examples for a pupils that is struggling to conform to class/school rules.

The class teacher, ALNCo, Behaviour Co-ordinator, and in some instances members of the SLT, should be involved in planning a way forward using detailed Individual Behaviour Plans (IBP’s).

It is also essential at this point for parents / carers to be involved in planning the way forward.

**CHILDREN AT SCHOOL ACTION PLUS**

Children who do not respond positively to the plan drawn up at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Primary Behaviour Improvement Team. These children may be placed at School Action Plus in relation to the Code of Practice.

Before a child is referred school staff will ask the following questions: -

* Is the child following class rules, rewards and consequences and are they being applied consistently?
* Have parents been involved?
* Have learning issues been discussed and has work been appropriately differentiated?
* Have Circle Time, Circle of Friends, Anger Management strategies been used?
* Have at least two IEPs/ IBPs been implemented and reviewed?
* Has liaison between school staff, the school doctor or nurse occurred?

However there is a need to be aware that occasionally there can be an emergency situation. For these children a fast track system must be used.

* It is crucial that these children are referred to the relevant services – (Educational Psychologist and the Primary Behaviour Improvement Team.)
* A Pastoral Support Programme may be prepared and implemented. This is important for the child who is at risk of exclusion.

The main principles behind the Pastoral Support programme (PSP) are as follows:

* The Pastoral Support Programme is a school based intervention. The behavioural outcomes for the child to work towards should be precise and realistic.
* The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.
* The needs of the child will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

**EXCLUSION**

Exclusions may take place: -

* In response to serious breaches of a school’s behaviour policy.
* Once the range of alternative strategies (Personal Support Plan - PSP) have been tried and failed.
* If allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school.
* In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004.
* Appropriate steps to be taken are with the Headteacher.
* The Headteacher must make the final decision for a child to be excluded and he/she must be contacted if not on the school premises.

N.B. For further information please refer to the schools Exclusion policy.

**THE ROLE OF THE BEHAVIOUR COORDINATOR**

The Behaviour Coordinator is a member of the school’s SLT.

“The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools helps to ensure an atmosphere where expectations of good behaviour are high.” (Behaviour Wales, ESTYN 71)

The Behaviour Coordinator has an important role to play in supporting and guiding staff in the implementation of the whole school Behaviour policy.

The Behaviour Coordinator will: -

* Visit classrooms to offer practical advice on classroom management and organisation.
* Suggest strategies that will help to improve the classroom behaviour of difficult children.
* Suggest ways of improving the confidence and self esteem of children and teachers.
* Help to improve the expertise of teachers and non-teaching staff in managing behaviour.
* Remind staff and children of school rules, ensuring consistency throughout the school.
* Monitor the use of the Schools Code of Conduct & Behaviour Policy on a termly basis – this will focus on children and staff alike.
* Support individual children when difficulties arise.
* Organise parenting programmes if necessary.
* Liaise with outside agencies in order to improve understanding of the problems experienced outside school by certain children.
* Ensure that the learning needs of the children are not adding to difficulties with behaviour (liaise closely with the ALNCo).
* Take the lead in reviewing the school behaviour policy.
* Ensure that recent innovations in behaviour strategies are always being considered.
* Attend relevant courses.
* Provide whole school INSET for behaviour.
* Demonstrate good, positive behaviour management at all times.

**THE ROLE OF THE CLASS TEACHER**

It is the responsibility of the class teacher to:-

* Ensure that the school rules are enforced in their classes and that the classes behave in a responsible manner during lessons.
* In establishing a set of class rules, rewards and sanctions, have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.
* Treat each child fairly and enforces the classroom rules consistently. All children should be treated with respect and understanding.
* Keep a record of all incidents if a child misbehaves repeatedly in the class. If misbehaviour continues, the teacher should seek help and advice from the Behaviour Coordinator and or the Headteacher.
* Liaise with external agencies as necessary to support and guide the progress of each child e.g. social worker, educational psychologist.
* Report to parents on the progress of each child in their class, in line with the whole school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

**THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to:-

* Implement the school behaviour policy consistently throughout the school (School Standards and Framework Act 1998), and to report to Governors when requested, on the effectiveness of the policy.
* Ensure the health, safety and welfare of all children in the school.
* Support the staff by implementing the policy by setting the standards of behaviour and by supporting staff in their implementation of the policy.
* Keep records of all reported serious incidents of misbehaviour.
* Give 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. These actions are taken only after the school governors have been notified.

**THE ROLE OF PARENTS/GUARDIANS**

It is the responsibility of parents/guardians to:-

* Collaborate actively with the school, so that the children receive consistent messages about how to behave at school and at home.
* Read and support the school rules which can be found in school literature.
* Support the children’s learning and to cooperate with the school as set out in the Home-School Agreement. We try to build a positive and supportive dialogue between the home and the school and will inform parents immediately if we have concerns about their child’s behaviour or welfare.
* Support the actions of the school if sanctions need to be used to punish their child. If parents have concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Headteacher and, if necessary, the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**THE ROLE OF GOVERNORS**

It is the responsibility of the Governors to:-

* Set down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
* The Headteacher has the day to day authority to implement the school’s policy on behaviour, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions on matters of behaviour

**MONITORING AND REVIEW**

The Headteacher and Behaviour Coordinator will monitor the implementation of Rules, Rewards and Consequences around the school on a regular basis.

The Headteacher monitors the effectiveness of the policy on a regular basis an reports to the Governing Body, making recommendations, when necessary, for changes and improvements.

The Headteacher keeps a record of incidents when a child is sent to him/her for unacceptable behaviour.

The Headteacher keeps a record of any child who is excluded or suspended. The governing Body monitors the number of exclusions or suspensions and to ensure that the school policy is administered fairly and consistently.

**EVALUATION**

The Code of Conduct & Behaviour policy is evaluated by the Headteacher and Behaviour Coordinator, in conjunction with all teaching staff. It is subject to review annually by the Governing Body.

**Reviewed**: September 2017

**Next Review:** September 2019

Appendix 1: **Behaviour Processes flow chart**



Appendix 2: **Behaviour script examples**

I understand that you feel……..

At PSE we do…….

I need you to ……

I hear what you are saying, but I need you to…..

Keep repeating the same sentences over and over, without getting into a dialogue.