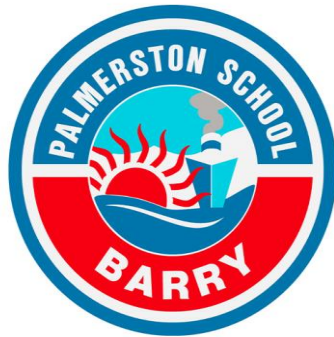


Behaviour / Relationship Policy

Palmerston Primary School

Vale of Glamorgan



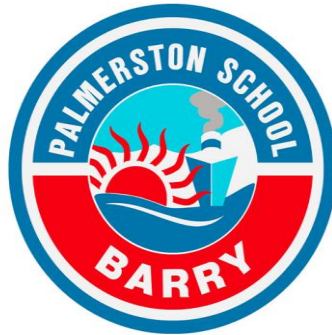
**‘Together We Can Succeed’
‘Llwyddwn Gyda’n Gilydd’**

Reviewed & Agreed by Staff: January 2024

Reviewed annually: January 2025

Agreed by Governors: January 2025

Palmerston Primary School Mission Statement



Access, attitude, achievement

This school believes that everyone has the right to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect.

We believe that relationships are at the centre of everything we do. We encourage independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour. We ensure that all everyone has a consistent approach to behaviour with clear expectations. We encourage parents to work in partnership with the school. We encourage positive, caring attitudes where everyone feels valued.

All those people involved in the life and work of the school will be responsible for the implementation of this Policy.



Staff have matched the following articles from the UN Convention on the Rights of the Child to the Behaviour Policy: 1, 2 ,3, 4, 6, 12, 13,15, 23, 27, 28, 29, 30 and 31.

A common approach & language.

Our whole school behaviours are:

1. Follow instructions first time.
2. Kind hands, kind feet and kind words.
3. Treat everyone with respect.

'A child should not be given a bad reputation for one mistake, but rather praised from learning from it' (Junior SLT February 2023).

Self-regulation

There are several layers in place to encourage children to self-regulate their behaviour in a positive way. We commit to thinking that 'all behaviour is communication' and what is the child trying to communicate. The context of the situation is to be always taken into account. They may also need to seek the support of key adults who have a strong rational currency with the child. A child is not to be defined by their behaviour and it should be explained to the child that they have made a wrong choice. The choice is linked actions and not the child. Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

If a child chooses not to follow the school rules, the following 5 steps will be followed:

- **STEP 1 – Reminder/ Nudge (calm and quiet including de-escalation techniques and reminder of the expectation).**
- **STEP 2 - Warning and 1 minute (after warning, up to 1 minute of positive attention).**
- **STEP 3 - 2 minute check in (end of lesson conversation to get back on track).**
- **STEP 4 - Quiet space / Triage (time to regulate away from the situation).**
- **STEP 5 - Teacher choice (restorative conversation, natural consequence, alternative class for a short period).**

Quiet Space / Triage (step 4) – this is a no blame environment and is intended to calm a child. There are 3 choices available:

- Self-regulating space.
- Talk, support and reset.
- Quiet space to do your work.

Teacher choice (step 5). This is key as the class teacher knows their children the best and should have the authority to make a decision regarding a consequence. It is about using a considered response that is guided by the situation and child involved. We believe that **relationships** are the key and that we connect before we correct.

If a child reaches Step 5 a second time in the same day, the child is taken with the class teacher or class LSA to Sarah Cason/Graeme Jones in the mornings or Sarah C/Tracy Davies/Sarah Sims in the afternoons, where a further consequence will be agreed e.g. missed playtimes, reflection the next day. A phone call to the parents or carers is made from Miss Cason, Mr Jones, Mrs Davies or Mrs Sims. (i.e. whoever dealt with the incident).

Incidents that are considered an automatic 'red' include:

- Discrimination
- Drug related (see alcohol and substance misuse policy)
- Theft
- Vandalism
- Excessive physical behaviour

These will be counted as a separate incident and will not contribute to the tracker system that has been going on for any other behaviour previously. Any step 5 behaviours will be reported to parents or carers and recorded on 'My Concern'. Consequences are to be given by the class teacher, but automatic 'red' cards, second step 5s or continuous cases will involve the SLT and may involve referrals to other agencies (e.g. Families First, Play therapy, FACT, referral to Children's Services, Police etc...).

'We have a better chance to change our behaviour because there are no longer 3 steps, but there are 5 now' (Junior SLT February 2023).

Positive Behaviour

We actively look to notice and praise positive behaviour, we also use our 'Learning Muscles' to support this and ensure consistency:

1. **Being kind (Appreciator-gator)**
2. **Good listening (The Co-ops)**
3. **Good manners (Respect Crew)**
4. **For trying our best (Have a Go Hetty & Super Improver)**
5. **Good concentration (Miss Concentrate)**
6. **Not giving up (Tourtos Tortoise)**
7. **For loving learning (Mr Loving Learning)**
8. **For being curious (Alice from Wonderland & Captain Imagination)**

Rewards

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school and we advocate a positive approach to behaviour. The children could be given the following rewards:

- Recognition board – focuses on a positive behaviour the teacher wants the whole class to achieve
- Class Charter – the whole class discuss and agree a charter which is signed by all and displayed in the class
- House points are given out to pupils who demonstrate positive behaviour
- Children will receive regular verbal praise for good work and behaviour (e.g. in personal, group or whole class situations)
- Children will receive regular certificates and stickers (e.g. Gold Book Assembly and Rights Respecting certificates)
- Teachers will provide positive feedback to parents in the form of written and/or verbal communication

A Shared language

As a school we work together to create an environment where negative emotion from adults is all but absent – keeping steady is the key. The adults in each class work as a team and spend time to:

- Agree approaches that work for their class.
- They set the culture together.
- They help their children with co-regulating – some children find this hard to do on their own, particularly if they have never seen it modelled at home.
- Focus on positive behaviour recognition.

As a staff we regularly discuss and use a consistent script. Our staff use PACE and WINE and examples of consistent script include:

- Start with curiosity - **'Are you OK? I thought it would be better to talk quietly away from the other children. I was wondering what was up?'**
- Accept where we are - **'I asked to speak to you because I noticed you were struggling to keep to our rules.'**
- Signal where we are going - **'This is just a pause- I want you back in and working.'**
- Reset expectations - **'We have agreed that 'safe is one of our rules. I need you to...'**
- Offer help - **'What do you need most right now to get back on track? Or How can I help you?'**
- Plan to go back in - **'OK, breathe, we need to go again. When you go back in I will help make it easier for you.'**

We believe in using restorative practice. These include:

When things go wrong:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you've done? In what way?
- What do you think you need to do to make things right?

When someone has been harmed:

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

'It's important we recognise the punishment and what we have done wrong' (Junior SLT February 2023).

The Role of the Behaviour Co-ordinator

Miss S Cason and Mr G Jones

The Behaviour Co-ordinators are very important members of the school's Senior Management Team.

“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 in Wales ESTYN 71)

The Behaviour Co-ordinator has an important role to play in supporting and guiding staff in the consistent implementation of the whole school Behaviour Policy with particular reference to procedures and protocols.

The Behaviour Co-ordinator will:

- Visit classrooms to offer practical advice on classroom management and organisation
- Suggest strategies that will help to improve the classroom behaviour of difficult pupils
- Suggest ways of improving the confidence and self-esteem of pupils and teachers
- Help to improve the expertise of teachers and all other staff in managing behaviour
- Remind staff and pupils of school rules, ensuring consistency throughout the school
- Support individual pupils when difficulties occur
- Organise parenting programmes
- Liaise with outside agencies in order to improve understanding of the problems experienced outside school
- Ensure that the learning needs of the pupils are not adding to difficulties of behaviour
- Take the lead in reviewing the school relationship policy
- Ensure that recent innovations in behaviour strategies are considered
- Attend relevant courses
- Provide whole school INSET for behaviour
- Demonstrate strategies (e.g. Thrive Approach, PACE and WINE)

The Role of the Headteacher

Miss Sarah Cason

If the head teacher becomes involved, she liaises with the ALNCo and outside agencies to discuss the needs of the individual child.

It is the responsibility of the head teacher, under the School Standards and Framework Act, 1998, 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 head teacher to ensure the health, safety and welfare of all the children in the school.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy.

Only the head teacher (or acting head teacher) has the power to exclude a pupil from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant. **The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions.**

If the head teacher excludes a pupil, they inform the parent immediately, giving reasons for the exclusion. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond the five days in any one term.

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use correctives, it is expected that parents will 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 head teacher. If the concern remains, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set out in the school's complaints policy.

Policies related to this: Anti-bullying policy / Home-school Agreement / Attendance strategy / Positive Handling Policy / Equal Opportunities / Racial Awareness and Disability and Discrimination.