



## Llechryd Primary School Behaviour and Wellbeing Policy

### 1. Introduction

Llechryd Primary School's motto is "From little acorns to the highest branch, we aim for excellence" and this reflects the inclusive ethos of our school setting. We provide a caring, stimulating, secure and happy environment in which each child can enjoy their work and is given every opportunity to achieve their potential. We believe that promoting and developing high standards of behaviour and wellbeing amongst our learners is a key feature of school life and there should be a clear, shared understanding between the Head teacher, staff, governors, parents/carers and children in order to achieve this. This Policy has been devised in full partnership with our pupils.

#### Our core aims is to:

- ensure that all our learners fulfil their potential via a broad and balanced curriculum and excellent teaching and learning opportunities
- encourage good standards of attendance, behaviour and physical and emotional well-being amongst all learners via a comprehensive PSE Programme
- develop our pupils' key skills of numeracy, literacy and digital competency across the curriculum in order to prepare for them for lifelong learning opportunities
- to develop fully bilingual learners that appreciate the culture and heritage which is special to Wales
- prepare our learners to be active and global citizens of the future via pupil voice opportunities, multicultural projects and a comprehensive ESDGC Programme

#### National Guidelines and Policies

•Our Behaviour and Wellbeing Policy reflects the following WAG Guidelines and Procedures: \*The UN Rights of the Child Articles \*Pupil and Inclusion Support 2015 \*Practical Approaches to Behaviour Management in the Classroom 2012 \*WAG Guidance on Exclusions \*Safe and effective intervention-the use of reasonable force and searching for weapons 2010

•Our Behaviour and Wellbeing Policy should be read hand in hand with our school's:

\*Anti-bullying Policy \*Safe Hands Policy \*Teaching and Learning Policy \*ALN Policy \*Attendance Policy \*Child Protection and Safeguarding Policy \*Home/School Agreement

### 2. The aims of our policy is :

- ✓ to clearly set out our procedures for promoting good behaviour and handling incidents of misbehaviour using Assertive Discipline approaches
- ✓ to make explicit our Behavioural Expectations and promote our children's self-respect and respect for others so that effective learning can take place
- ✓ to ensure all staff, parents and pupils understand our Rewards and Consequences system and use it consistently across all phases within our school
- ✓ to promote the values of responsibility, honesty and fairness
- ✓ to promote our children's rights, general well-being, safety and happiness

### 3. Our School Behavioural Expectations are:

**STEP 1: Good behaviour is necessary for effective learning and teaching to take place. We need a set of clear expectations which the school community lives by. Our expectations are explicit and clearly communicated to all members of the school community. At our school, children are encouraged to take responsibility for their own behaviour and our children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach.**

**At Llechryd School, we have Behavioural Expectations that are taught to our children:**

- ✓ Follow guidance and instructions given by all staff at our school
- ✓ Keep hands, feet, objects and unkind words to ourselves
- ✓ Be ready when an adult signals for attention
- ✓ Keep our own, others and school property clean and safe
- ✓ Be ready to learn and give of our best in every lesson

### 4. Promoting good behaviour and Wellbeing (Relationships):

At our school we believe that the essential ingredient to promoting positive behaviour is to foster **good-quality relationships** between all children, all school staff and parents/carers. We develop **positive relationships with our pupils** by:

- ❖ Greeting our pupils happily at the beginning of each day and carrying out an emotional check-in on our feelings chart
- ❖ Creating a caring and supportive learning environment in each class in order to promote self-esteem and self-confidence
- ❖ Using our pupils' voice as a basis to all that we do in order to ensure shared ownership of the class and learning journey each term
- ❖ Using Circle Time to promote honesty, communication and social skills
- ❖ Providing our pupils with positive verbal and written feedback and praise for effort and achievement regularly
- ❖ Using a "Worry Wiggles Box" in order to share worries

Our school is a Parent Friendly School and we promote **positive relationships with parents** by:

- cooperating a structured open-door policy
- ensuring our home–school agreement is sent to parents/carers by individual teachers outlining the school Behaviour Expectations, positive rewards and consequences for appropriate and inappropriate behaviour at the beginning of each school year
- sending positive notes home for good behaviour, effort and achievement
- clearly informing parents of any misbehaviour and actions taken on the same day
- involving parents in their children’s learning by sharing targets, holding positive and interactive parent evenings and by providing family learning workshops
- involving parents in social events to promote a feeling of community

## **5. Promoting Positive Behaviour and Wellbeing at our School(Teaching and Learning):**

Our school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. The school’s **positive behaviour plan** will be taught to every child, and clearly displayed throughout the school to ensure clarity and understanding for all. Staff will maintain high expectations of behaviour and will provide a broad, balanced, interesting and engaging, school curriculum that includes quality PSE Sessions at all age groups. Staff will know their children’s varying needs well and take in to account preferred learning styles when planning individual and differentiated lessons. Staff will ensure that they use a wide variety of AFL techniques to strengthen the pupils` voice and learning partnership between teacher and child.

**Playtimes/lunchtimes** To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by learning assistants in line with the positive behaviour plan of the school.

### **Promoting Positive Playtime Behaviour:**

- We have Playground Rules created by the pupils
- We operate play areas
- We ensure our staff/supervisors are fully trained in Positive Behaviour Management and are fully aware of our Behaviour Management Plan
- We have Buddies
- We have quiet areas for relaxation

**STEP 2: Praise and Rewards:** Children need praise and rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour. The rewards that children will receive for keeping the school expectations are clearly laid out in the school’s **positive behaviour plan** and are as follows:

**\*Each Week, there is a celebration assembly and the head teacher reads out all pupils names. Those pupils are praised and stand up in front of the whole school and receive certificates.**

## **6. Consequences (STEP 3)**

Unfortunately, there are occasions when all children will choose to misbehave. Our school will handle these incidents fairly and consistently and this is made clear in our school’s **positive behaviour plan** and consists with the following:

- **1<sup>st</sup> Misbehaviour:** 1<sup>st</sup> Verbal Reminder of our expectations (2 minutes to reflect)
- **2<sup>nd</sup> Misbehaviour:** 2<sup>nd</sup> Verbal Reminder of our expectations (2 minutes to reflect)
- **3<sup>rd</sup> Misbehaviour:** Loose 5 Minutes playtime
- **4<sup>th</sup> Misbehaviour:** Loose 10 Minutes Play
- **Severe Clause: RED CARD** In the case of a serious incident such as bullying or physical aggression the Head Teacher will call parents in for a meeting and consequences will be discussed and planned in partnership. Each case will be dealt with individually and will result in a loss of privileges.
- We deliver consequences using Assertive Language scripts using the language of choice as this ensures that children have ownership of their own behaviour: e.g. **“Sam, you have not listened to my instructions therefore you have chosen to lose 5 minutes play”**

### Challenging Behaviours and Additional Learning Needs

#### Step 1

**Challenging Children:** Children who consistently present challenging behaviours are placed on the school’s ALN register at **School Action** and an Individual Behaviour Plan is formulated in partnership with parents. The School SENCO and Head Teacher will decide upon an individual intervention programme depending on the child’s needs. At our school, this could mean:

- Additional Classroom Strategies e.g. Seating Plan, Emotional Check-in,
- Individual or small group Social Skills Programme
- Individual or small group Emotional Literacy Programme
- Structured small group Circle Time Programme
  - Structured Play time Activities

Social, Emotional and Behavioural Difficulties are caused by a wide variety of reasons from difficult home circumstances to medical conditions such as ADHD or ASD. Each difficulty will be handled individually, so as to ensure the correct support is given to each child in our care. Behaviour Management Training and the use of de-escalation techniques are part of our staff training agenda and this ensures that moderate to high end behaviours are dealt with effectively. TEAM TEACH Approaches are used as a last resort in cases that breach health and safety of staff and other children. (Please see Safe Hands Policy)

#### Step 2

If in-house programmes of support have not been successful, our school will make an Inclusion Support Request to the LA Behaviour Support Panel for advice and support or make a multi-agency referral to health and social services. If support is received, a child may be placed on **School Action Plus Status**. Multi-agencies will contribute to the Individual Behaviour Plan.

#### Step 3

If over a period of 1 or 2 terms, multi-agency support does not improve the situation, and there are serious concerns relating to health and safety, then the school may apply for a short-term placement at the LEA Pupil Referral Unit, Canolfan Eos for up to 2 terms. The school will work in partnership with the PRU in order to develop specific behaviour support strategies ready for re-integration.

The school and PRU may apply to the ALN Resource Panel for **SAPRA status**, which will entitle children to access to daily adult support in their home school. The LA are responsible in writing a SAPRA document which clearly sets out the child's needs and the provision required to meet those needs. A child placed on SAPRA is entitled to a SAPRA Multi-agency Annual Review.

### **The role of the Head Teacher and Serious Incidents of Misbehaviour**

- It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school. The headteacher keeps records of all reported serious incidents of misbehaviour and carries our Risk Assessments.

The headteacher monitors the effectiveness of this policy on a regular basis, 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 sanctions we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the headteacher. 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 in the school's complaints policy.

**Agreed by staff:**

**Date Reviewed annually:**

**Last review Agreed by governors-Date:**