



Love Learning for Life
Caru Dysgu am Oes

CODE OF CONDUCT & BEHAVIOUR POLICY

With Christian values at our core we nurture tolerance, confidence and compassion within a safe and happy school community. We challenge our children to become future guardians of the world and achieve their full potential.

AIMS

It is the aim of everyone concerned with St Brides Major Church in Wales Primary School to enable the children to develop behaviour patterns which allow them to be accepted by our society, taking into consideration the child's age, and physical and mental abilities.

Our aim is to promote:

good manners,

consideration and tolerance for others,

pride in themselves and their environment,

a recognition of the need for and observance of rules,

thus creating a caring and secure environment and moral awareness, with staff leading by example. All this will be built on a system of reward and praise with clear procedures and sanctions which are understood and followed by the whole school and all its Stakeholders.

Parents will be encouraged to take an active part in the progress of their child's welfare and behaviour management

SCHOOL RULES

To aid the implementation of the above aims in St Brides Major Church in Wales Primary School the following code have been agreed:-

1. *Show Respect.*
2. *Try your Best.*
3. *Follow Instructions.*
4. *Be Kind.*
5. *Be Safe.*

These School rules will be taught to the children and will be displayed in each classroom.

To ensure that these rules are upheld there is a system of positive reinforcement through which 'good' work and behaviour is rewarded systematically. Alongside this is an escalating scale of consequences if children choose to break the rules.

REWARDS

Children who consistently behave, work well and follow the School Rules may receive:-

1. *Praise from Learning Support Assistants (LSAs), Teachers, Deputy Head Teacher and Head Teacher.*
2. *House Points*
3. *Bronze, Silver and Gold Certificates*
4. *Stickers*
5. *Weekly Merit Certificates*
6. *Head Teachers Class of the Week*
7. *Head Teachers Award (this is an individual award given to a child at each Big Merit).*

N.B. - House Points (HP) will form the basis of the whole school reward system. HP will be able to be given by all members of staff or other adults working within the school.

SANCTIONS

If children persistently choose to break the rules they will be reprimanded. As a rule of thumb the following sequence should be.

1. *Reminder of Rules*
2. *Warning*
3. *Time Out / Moved within class setting.*
4. *Sent to another teacher*
5. *Sent to Deputy Head / Head of Key Stage*
6. *Sent to Head Teacher*
7. *Parents asked to come to school.*

N.B. -The following Sanctions may also be issued in addition to or instead of the above.

- *Children may be kept in at play times or lunchtimes either to complete unfinished work or re-do work. It may also be necessary to remove play time/ lunchtime from children who have chosen to misbehave or who find the playground a difficult environment in which to behave appropriately. If a child is kept in during these times they will always be supervised by an adult in the classroom.*
- *In the case of a child being violent towards another child or adult then they could be sent straight to stage 5.*
- *Acts of extreme violence and biting will mean the parents are notified and will result in possible exclusion.*

If a child's behaviour does not conform to the School's rules, the teacher may complete an Individual Development Plan (IDP) in conjunction with the Additional Learning Needs Coordinator (ALNCo) and parent(s) or guardian. This will set out steps the child needs to take that will allow them to learn effectively within the classroom environment and beyond. The IDP will be used in conjunction with the schools rules, rewards and sanctions.

CLASSROOM PROCEDURES

General

A child who is deemed as having challenging behaviour or the potential for challenging behaviour needs to be identified as quickly as possible. Identification may come from the class teacher, the ALNCo or an outside agency. Once identified, structures to assist this child need to be put in place as soon as possible and shared with the rest of the stakeholders.

For Children Identified as Having Challenging Behaviour

Children who are deemed as having challenging behaviour or the potential for challenging behaviour may need an IDP. This should be written by the ALNCo in conjunction with the class teacher, parents and if necessary outside agencies.

These children will need individual targets to work towards as well as having individualised Rewards and Sanctions. Where possible the Rewards and Sanctions should work in conjunction with the schools rules, rewards and sanctions to keep the child part of the class 'team'.

These children may need methods of behaviour management that are specific to them as individuals. A copy of the IDP should always be available in class and to other teachers teaching each of these children.

These children may need a 'Key' member of staff to work with them (one to one) or nominated for them if they are needed (Class Teacher or LSA working in their class). There may be two 'Key' members of staff for each child. The 'Key' staff should be the only staff involved if a child has a behaviour episode. Advice and training will need to be given on this aspect.

Entering School (beginning of day)

1. At 8.50am all teaching members of staff will be on the playground.
2. At 8.55am a bell will be rung – children to line up as a class in front of their teacher. Children will only be sent in once their teacher is there to accompany them into school.

Entering School (after playtime or lunch time)

1. A two minute warning whistle will be blown - This is to prepare children that they will soon be lining up. Staff will be notified of the two minute warning so they are on the playground ready to receive their class.
2. At the end of playtime / lunchtime a whistle will be blown – children to line up quietly as a class in front of their teacher. Their teacher will then lead them in.

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 serious head injuries to the qualified first aiders. It is the adult on duty's responsibility to ensure that an accident form is filled out and sent home if necessary after an injury sustained at playtime.

It is the Lunchtime Supervisors responsibility to ensure that an accident form is filled out and sent home if necessary from an injury sustained at lunchtime.

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 a copy of the Schools Code of Conduct and Behaviour Policy as a guide
- To have the use of the Schools reward and sanction system
- To have the full support from the teaching/ non-teaching staff in the school where there is a problem they are unable to solve.

BULLYING

All incidents of bullying will be dealt with in line with the schools Anti Bullying Policy.

GENERAL PROCEDURES

Staff must ensure that children leave the school building for playtime/lunchtime/home time in an orderly manner.

At the end of the school day staff must accompany children to the playground to be picked up by their parents.

There must always be a member of staff on duty at:-

- Playtime – 2 x FP playground / 1 x Key Stage 2 playground
- Lunchtime – Dinner Hall
- Home time – Bus Duty

Staff must ensure a quiet entry to and exit to and from Worship. Staff must not talk to other staff and to children during this time. Staff must try and make this time peaceful and reflective.

Children must never be left unsupervised.

Bad language (from children and staff) is not acceptable

THE ROLE OF THE ALNCO

Additional learning needs and behaviour are closely linked. The ALNCO is a member of the school's SMT.

“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)

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

The ALNCO 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 discipline 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 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 as School Action.

The class teacher, ALNCo, and in some instances members of the SMT, should be involved in planning a way forward using detailed Individual Development Plans (IDP'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 Engagement Team. These children may be placed as 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 IDP's 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) or IDP 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 discipline policy.
- Once the range of alternative strategies (Personal Support Plan – PSP or IDP) 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.
- If the child has brought the school into disrepute by damaging its reputation or the reputation of a member of staff or another child in either a virtual or real environment.
- In all cases the school will follow the LEA guidelines.
- The Head Teacher (or the person acting as Head Teacher) must make the final decision for a child to be excluded and he/she must be contacted if not on the school premises.

- Parent has the same meaning as in the admission code.

Monitoring and Review	
Author	SLT
Created on	January 2012
Last updated on	January 2021
Scheduled review date	January 2026
Signed HT	X
Signed Chair	X