



Young Minds, Big Dreams!

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# Caradog Primary School

## Behaviour and Relationships Policy

**2024**



**Headteacher: Rhian Derrick**

**Date Updated: April 2024**

**Date to review: April 2026**





Caradog Primary School has a Positive Behaviour and Relationships Policy, which values all children and promotes positive behaviour. We believe that children who are stimulated and engaged in their learning, through high quality, effective teaching and have their progress and achievements recognised, will feel valued and motivated to achieve more.

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly. The school expects our school community to behave in a considerate way towards others. We treat all children fairly and aim to apply this Behaviour Policy in a consistent way.

The school promotes and recognizes good behaviour, as it believes that this will develop an ethos of kindness and co-operation, strengthening the 'role model' concept that is very important here at Caradog. This Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour through punitive approaches.

Our policy supports wellbeing, promoting an environment where everyone feels safe, happy and secure. It aims to ensure that:

- ☐ Staff, pupils and parents work together;
- ☐ Everyone shares responsibility for making our school a happy place to be;
- ☐ The school community work together with a positive approach to behaviour;
- ☐ We use praise and recognition for good behaviour;
- ☐ There is a focus on raising self-esteem and treating each other with respect, in a fair and just manner;
- ☐ We help children to understand that they are responsible for their choice of behaviour at all times;
- ☐ We deal with problems in a sensitive and caring manner;
- ☐ We recognise that there is a very strong relationship between behaviour and learning and we know that children learn better in an ordered and positive environment.

### Focus on rights:

**Every child has the right to:** ★ be safe ★ be able to learn ★ be treated with dignity and respect ★ be happy ★ build friendships ★ expect people to be kind ★ expect people to be fair ★ be able to trust others in the school ★ be free from violence

**Every member of staff has the right to:** ★ teach and do their job ★ be treated with dignity and respect

**Every parent/carer has the right to:** ★ know that their child is safe ★ know that their child is learning ★ know that their child is treated with dignity and respect.





Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters during structured and unstructured times. Good manners such as pupil politeness, helpfulness and co-operation are encouraged, recognised and nurtured by all staff. We believe that every opportunity should be taken to praise and reward appropriate behaviour and that good behaviour by pupils should not be taken for granted by staff. Pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts.

## AIMS

That every member of the school community -

- Feels safe, valued and respected;
- Supports each other and works together;
- Has a positive approach to behaviour;
- Uses praise and recognition for good behaviour;
- Has a focus on raising self-esteem;
- Treats each other with respect, in a fair and just manner;
- Helps children to realise they are responsible for their choice of behaviour;
- Deals with problems in a sensitive and caring manner;
- Has high expectations of themselves and each other;
- Is responsible for providing a happy, orderly and nurturing environment for pupils at the school;
- Prepares children for life beyond school.

## Staff Responsibilities

In order to achieve our aims for good behaviour staff will:

- Understand and act upon the fact that good behaviour and its' management is everyone's responsibility;
- Treat all children fairly, with respect and understanding;
- Display and refer to the school rules in their classrooms and around the school;
- Create a positively-worded Class Charter with the pupils in their class, to be displayed in a prominent place and referred to regularly;
- Have high-expectations of themselves and all children in terms of behaviour, striving to ensure that everyone works to the best of their ability.
- Ensure all pupils know the characteristics of good behaviour;
- Understand why some behaviours are inappropriate;
- Praise, reward and celebrate good behaviour consistently and fairly;
- Recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school;
- Be alert to all kinds of bullying, revisit and discuss the school anti-bullying motto regularly- 'Lend a hand, be a voice, make a difference'.
- Deal with incidents him/herself; listen to the child and discuss what happened and how they could manage their emotions differently if the situation arose again. Do this without an audience. No child needs to be made famous for their behaviour;





- Contact parents/carers and work with the child to create a positive behaviour chart or plan; (linked to the child's interests) (Deputy Head teacher/ ALNCO to be informed)
- Keep records of behaviours and any parental / carer contact on "My Concern";
- Ensure all staff who need to know are aware of a child's behaviour targets;
- Liaise with outside agencies, as and if required to do so. I.e; Behaviour Support / Health.
- For re-occurring behaviours, seek advice from –

1. Phase Leaders.

2. ALNCO/Deputy Headteacher, who will support children who, for a variety of reasons, find the school environment challenging.

3. Headteacher – for extreme behaviours e.g. swearing intentionally to cause offence, racist, sexist or homophobic remarks (these are also recorded separately and reported to Governors,) and violence against pupils/staff.

- Adjustments will be made regarding expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered in the main playground, can access a calmer, smaller area with a trusted adult) and if appropriate provide nurturing activities when needed at non-structured times.
- Ensure that the pupils are not simply passive receivers of this policy but are actively involved in it.

## Headteacher Responsibilities

- Implement the School Behaviour Policy consistently.
- Report to Governors on the effectiveness.
- Support the staff to implement the Policy, by setting the standards of behaviour.
- Giving fixed-term or permanent exclusions to pupils for serious acts of misbehaviour. For serious or repeated acts of very serious anti-social behaviour, the Headteacher may permanently exclude a child.

## Children's Responsibilities

We expect our children to:

- Accept responsibility for their actions and behaviour;
- Have care, consideration and respect for other children, adults and property;
- Be co-operative, collaborative and share;
- Become independent;
- Behave appropriately in different social contexts;





- Value their own achievements;
- Take pride in their school.

## **Parental / Carer Responsibilities**

It is recognised that, generally, children who have supportive parents/carers are more successful and well behaved in school. In order to achieve our aims, we need strong positive support from parents/carers. We therefore expect parents/carers to:

- Tell the school immediately if there are any circumstances, that may affect a child's achievement or behaviour in school.
- Support the school rules, expectations and consequences. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.
- Engage in supporting your child to improve their behaviour, should there be a need.
- Read, sign and abide by the conditions of the home-school agreement.
- If a parent / carer has a concern about any behavioural matters then they should see their child's class teacher in the first instance. Following this, they should ask to see the Headteacher. If the concern cannot be resolved in this way then they can formally contact Governors.

## **Governor Responsibilities**

- Setting down these general guidelines of standards of behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the School's Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher may take this in to account when making decisions about matters of behaviour.

The school has five, clear school rules that have been established through pupil voice. The main aim is to not establish a system to 'enforce' rules, it is a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn.

## **School Values**

**Resilience**

**Respect**

**Trust**





The school rules are displayed in the hall, around the school and in classes and are used by all staff, alongside the class charters to reinforce our expectations of good behaviour. These rules are discussed at the beginning of every half term in whole school assemblies and referred to regularly by staff in classes.

## **Rewards**

Our ethos is to notice and reward good behaviour. We want to give attention to children who are making the right choices and have positive attitudes to behaviour and learning. This is very effective in encouraging children who are inclined to misbehave, to be noticed for doing the right thing!

At Caradog, we have a very positive attitude towards discipline; awarding children individually, as a class or a whole school. Each class will have a range of rewards, depending on their age, which will focus on positive behaviours. These will be agreed and chosen by the children and may include:

- Praise, congratulating and encouraging children;
- Dojos /stickers and stamps;
- Post cards home – 1 per week from each class
- Extra play / games;
- Positive notes / messages / calls home;
- Dip in the box;
- Headteacher praise and visits;
- Golden time!

The school acknowledges a range of efforts and achievements, both in and out of school, in Assemblies.





## Working towards Good Behaviour

**'Positive Reinforcement'** is the primary approach to supporting behaviour, however, the school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, with the teacher / adult using their professional judgement.

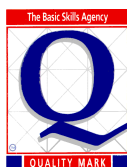
We expect children to listen carefully to instructions in lessons. If they do not do so, we may employ a variety of strategies to promote better engagement, may ask them either to move to a place nearer the teacher, or to sit on their own temporarily or for the rest of the session. We expect children to try their best in all activities. If an adult, following brief discussion with the child, feels that they have not done so, we may ask them to redo a task.

If a child is disruptive in class, the teacher may use a variety of strategies to promote better engagement. If a child chooses to disrupt the learning of others repeatedly, the pupil will be placed in another supervised area or another class to continue with their task and the parent will be updated about the chosen behaviour and consequence.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself and/or others, the class teacher will stop the activity immediately and will remove the child or remove the class / group to safeguard the pupil/pupils/staff member.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the appropriate consequence is given to the child. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents / carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child and highlighting the child's needs.

- A child who is not behaving appropriately will be reminded about the rules.
- If a behaviour is repeated after the reminder, the child may be given 'thinking time' (appropriate to their age) and helped to reflect.
- If a child is finding it difficult to manage their emotions, a trusted adult will take them to a safe place to cool down; then, when they are calm and ready, they will be encouraged to reflect and a restorative conversation will take place. A coping strategy will be shared with the child and if /when needed a positive behaviour plan will be created. (If the behaviour is reoccurring)
- Consequences, appropriate to the age of the child could be given. E.g;
  - ☐ Missing part /all of a playtime.
  - ☐ Sitting out of a game during playtime, whilst having thinking time.
  - ☐ Reflection activities.





- More serious incidents, such as aggressive behaviour (both physical and verbal), will be dealt with by senior staff; parents/ carers will be informed and nurture/reflection activities may be provided if necessary.
- All staff will be made aware if an individual child is having particular difficulties.

## **Dealing with emotional outbursts**

We recognise that there are many reasons why children may experience difficulties and behave in an inappropriate way.

- Staff will build relationships with children and if they are experiencing difficulties they will try to speak to the child (and parents/carers if appropriate) to find out what is happening, which could include, at home.
- Time will be given time with a trusted adult who will listen to them and discuss what has happened. When the child is calm, the trusted adult will reflect with them and discuss what happened. The child will be encouraged to think about what they could have done differently if the same situation arose again.
- When needed, staff can seek advice from the ALNCo. A good behaviour plan may be created with the child to support their emotional outbursts. This may include a positive behaviour chart linked in to the child's interest (e.g. super heroes) to earn an agreed reward e.g. 10 minutes – football, computer time, Lego time, tokens etc.

## **Circle Time/SEAL**

- All classes use Circle Time and SEAL sessions as a tool for promoting positive behaviour. Circle Time and SEAL sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Circle Time and SEAL also provide an opportunity to discuss:

- Responsible behaviour;
- Feelings and reactions;
- Relationships with others and that friendships, caring and respect for self and others are important in maintaining positive relationships;
- Responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school.





In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- Ensuring all pupils are aware of the playground rules and boundaries;
- Games organised by support staff and pupil groups;
- Reminders about how to use each playground area and the equipment;
- Consistently praising and rewarding good behaviour and reminding pupils to follow the school rules.

Strategies will be discussed with a child to help them notice when they are beginning to feel anxious, angry or upset and there will be a pre-arranged place where they can go to calm down.

## **Exclusions**

Only the Headteacher or Deputy Headteacher (whilst Acting) is able to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. Please see our **Exclusion Policy** for more details.

If the Headteacher excludes a pupil, the parents / carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision and informs them how to do so.

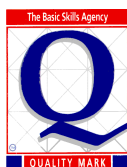
The Headteacher informs the LA and the Governing Body about any permanent exclusion and any fixed-term exclusion beyond five days in any one term. The Governing Body itself cannot exclude a pupil or extend the length of exclusion.

The Governing Body has a Discipline Committee. The Committee considers any exclusion appeals on behalf of the governors. After consideration, if the appeals panel decide that the pupil should be reinstated, the Headteacher must comply.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on it, making recommendations if necessary.

The school keeps a variety of records of incidents of behaviour. The class teacher records classroom incidents. The Headteacher records any incidents where a child is sent to her and where a child is excluded.





## **Review**

The Governing Body reviews this Policy every two years, minimum.

### **All Behaviour is Communication**

At Caradog, we recognise that behaviour management is a team effort.

***"It needs a team ethos. To get the behaviour you want there can be no gaps between the adults***

***on what matters. It is this consistency that is most important."***

When the adults Change, everything Changes

Paul Dix.