***Overmonnow***

***Primary School***

***Behaviours and Relationships***

***Policy***

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| Policy Name | BEHAVIOURS AND RELATIONSHIPS POLICY |
| Policy owner | SCHOOL STAFF |
| Policy agreed | JANUARY 2024 |
| Policy review date |  |

AIMS AND EXPECTATIONS:

At Overmonnow we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and staff do not ignore unacceptable behaviour. Staff have high expectations, are good role models and rewarding of pupils enabling us to promote positive behaviour. We deal with any issues in a restorative manner where possible and believe in letting all parties have a voice.

ROLES AND RESPONSIBLITIES IN PROMOTING POSITIVE BEHAVIOUR

**The Headteacher will**:

• Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting and upskilling staff in the implementation of the policy.

• Keep records of all reported serious incidents of misbehaviour.

• Report to Governors, when requested, on the effectiveness of the policy.

• Ensure the health, safety and welfare of all children and staff in the school.

• Report to/meet with parents/carers when necessary.

• Be aware of and understand his/her rights and responsibilities.

**Every incident is dealt with at the Headteachers discretion in order to achieve the best outcome for all pupils involved**.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

**All Staff will:**

• Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour.

• Offer a curriculum that enables all pupils to engage (taking into account individuals bespoke needs).

• Give the opportunity to work in groups, giving opportunities to develop interpersonal and social skills.

• Make sure that pupils listen, are listened to and value others.

• Help pupils to gain the ability to make choices about their behaviour.

• Help pupils to be confident about their learning and enjoy it.

• Help pupils understand their rights and responsibilities as citizens in our society.

• Be a positive role model.

• Reward/praise positive behaviour.

• Use the behaviour log when necessary.

• Ensure the pupils in their class know both class and school rules.

• Inform parents about their child’s welfare or behaviour and, where necessary, work alongside parents.

• Assist to resolve disputes positively/restoratively.

• Use provisions such as Doves to ensure children are in the best place possible to access the curriculum

**Pupils will:**

• Respect and care for others.

• Listen to others.

• Learn/work co-operatively.

• Obey the class and school rules.

• Resolve disputes positively/restoratively.

• Value and take responsibility for the school environment.

• When necessary carry out self-monitoring.

• Be aware of and understand their rights and responsibilities.

• Be aware of their own emotions and actions and take responsibility for these. (The use of the Doves provision can help pupils with this).

**Parents, Carers and Families will:**

• Support the school when consequences/sanctions to reprimand a child have been used.

• Promote positive behaviour at home in order to have continuity between home/school.

• Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.

• Initially contact the class teacher if they feel their child’s behaviour, in or out of school, is impacting on the child’s emotional well-being.

• Be aware of and understand their rights and responsibilities.

**The Governing Body will:**

• Support the school in the implementation of the policy.

• Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.

• Review the effectiveness of the policy.

**Monitoring and Evaluating**

• The effectiveness of this policy will be regularly monitored by the SLT.

• The school keeps a variety of records of incidents of misbehaviour – classroom behaviour logs, headteachers records, home/school link cards/books.

**Trips and Privileges**

Attendance on school trips and afterschool activities are a privilege and not an automatic right. If a pupil’s behaviour before a trip is consistently unacceptable, they will not be included on a trip.

The school reserves the right at any time to withdraw any pupil from a trip or afterschool activity.

**Restorative Conversation**

The school employs a restorative approach to inappropriate behaviours in which the response is to organise a mediation between those involved. The goal is to negotiate for a resolution to the satisfaction of all participants.

**Script**

The school uses a basic sample script as a starting point when dealing with behaviours, with an awareness that every child/situation is different and that the conversation will vary each time although the content and general rules (eg. two choices that don’t change, one voice) will be largely the same.

**Partner Classes**

Partner classes are a provision for children to spend time working away from their immediate peer group/class if they are being disruptive or finding it hard to focus due to them being unable to manage their distractions. Where necessary pupils may be asked to go and spend time working in another class to help them de-escalate.

**Playtime Zones**

The teaching staff and lunchtime supervisors employ playtime and lunchtime zones to ensure all children are looked after and safe during non directed periods.

***Overmonnow Primary School***

***Code of Behaviour Policy***

*The children of Overmonnow are expected to follow the school’s pledge.*

*The following rules apply to all pupils at all times inside and outside the school as well as when pupils are taken off site.*

* ***Be kind and helpful.***
* ***Be ready to listen.***
* ***Be honest.***
* ***Be the best you can.***
* ***Be respectful.***

*As parents we invite you to help us manage your child’s behaviour in the following ways:*

* By discussing the schools rules with your child.
* By realising and acknowledging that for the school to work well, good behaviour is necessary at all times.
* By attending parents’ evenings and developing a good relationship with the school.

*Good behaviour is noted and rewarded at Overmonnow Primary School. We have reward systems within the school. Some of these are:*

* Stickers
* Certificates
* Dojos and house points
* Privileges (eg. extra curricular activities).

*Poor behaviour may result in your child:*

* Being kept in at playtimes and /or lunchtimes.
* Having privileges removed.
* Being excluded from the school.

*If your child regularly misbehaves or commits a serious offence you will be invited into the school to discuss the problem in order to decide the best way forward.*

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| **Stage** | **Examples of Behaviour** | **Actions & Sanctions** | **Recording & Monitoring** |
| **1** | * **Interrupting/Calling out/Rudeness** * **Ignoring instructions** * **Silly noises** * **Pushing in line** | **- Quiet reminder**  **- Non-verbal signals**  **- Praising others good behaviour** |  |
| **2** | * **Affecting other pupil’s learning** * **Inappropriate remark to other pupils** * **Minor challenge to authority** * **Damaging school’s/pupil’s property** * **Low level physical contact (pushing and pulling)** | **-Calm discussion between first responding adult and pupil/s (establish WHAT and WHY).**  **- Explanation to be given to the pupils so that they understand their actions have a consequence (to be administered by the responding adult).** | **-Incidents to be recorded and given to class teacher**  **­- Incident recorded in class behaviour book** |
| **3** | * **Persistent swearing** * **Throwing objects with intent to harm** * **Causing physical harm to others** * **Continued serious cheek/challenge to authority** * **Stealing** * **Harmful/offensive remarks to children** * **Fighting (causing harm or injury)** | **-Refer to Classteacher**  **-If *necessary* CT refers to the Phase leaders to telephone call to inform parents of behaviour.**  **-Loss of playtimes/lunchtimes short term to be enforced by classteacher.**  **-Phase leader to refer to DHT if necessary.** | **-Incidents to be recorded in class behaviour book** |
| **4** | * **Bullying** * **Racism** * ***High level* of Violence** * ***Very serious* challenge to authority** * **Leaving school without permission** | **-Headteacher informed**  **-Headteacher/Deputy headteacher/Phase Leader meeting with parents**  **-Loss of playtimes and ban on representing the school and/or trips outside school (risk assessment to be completed for this).**  **-Internal exclusion from lesson**  **-Home at lunchtimes** | **-Situation to be**  **monitored by teachers and Headteacher**  **-Behaviour log to be filled in on child.** |
| **5** | * **Persistent stage 4 behaviour** * **Persistent verbal abuse to a member of staff** * **Physical abuse to any member of staff/adult** * **Malicious physical assault on another pupil** | **-Exclusion for morning or afternoon to include**  **a lunchtime – fixed period**  **(At the headteachers discretion)**  **-Exclusion for a fixed term**  **(At the headteachers discretion)** |  |
| **6** | * **Repeated stage 5 behaviour** | **-Governor disciplinary subcommittee convened.**  **-Permanent exclusion from school** |  |

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| ***Action*** | ***Consequence*** | |
| ***Rudeness –***  ***Interrupting, Calling out,***  ***Name calling*** | ***Make an apology*** | |
| ***Breaking or damaging property*** | ***Make an apology, replace it*** | |
| ***Refusing to follow an instruction*** | ***Make an apology, miss a playtime/lunchtime*** | |
| ***Causing harm to other pupils -***  ***Fighting, Kicking, Punching, Swearing, Bullying*** | ***Make an apology miss a playtime/lunchtime (1-3 days)***  ***Parents and Head-teacher informed*** | |
| ***Causing harm to an adult*** | ***Make an apology, miss a playtime/lunchtime (1-5 days)***  ***Parents and Head-teacher informed*** | |
| ***PARTNER CLASSES*** | | | |
| ***Amroth*** | | ***Caswell/Barafundle*** | |
| ***Oxwich*** | | ***Aberdyfi*** | |
| ***Dale*** | | ***Penbryn*** | |
| ***Bracelet*** | | ***Cwm Nash*** | |
| ***Ogmore*** | | ***Rhosilli*** | |

*Partner classes are a provision for children to spend time working away from their immediate peer group/class if they are being disruptive or finding it hard to focus due to them being unable to manage their distractions.*

* *Children need to be taken to the class by an appropriate adult.*
* *It must be recorded in the classroom behaviour book.*
* *If the child has been sent there more than 3 times over a 3 week period then other provision needs to be looked at.*
* *Children can only be sent to partner classes, not to other classes.*
* *No more than one or two child on any occasion.*
* *Although this is time for the pupil to reflect they must be sent with an activity to complete* ***(this must be low input – no need for class teacher to interact with pupil).***
* *This is a provision for lesson time (other provision is made for break and lunchtimes).*

***Adventurers Playtime & Lunchtime Zones***

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Football Pitch** | **Year 5** | **Year 6** | **Year 4** | **Year 5** | **Year 6** |
| **Football Yard** | **Year 6** | **Year 4** | **Year 5** | **Year 6** | **Year 4** |
| **Tag Games** | **Dale** | **Ogmore** | **Bracelet** | **Oxwich** | **Amroth** |
| **Yard** | **All Years** | **All Years** | **All Years** | **All Years** | **All Years** |

**Staffing Placements Lunchtime:**

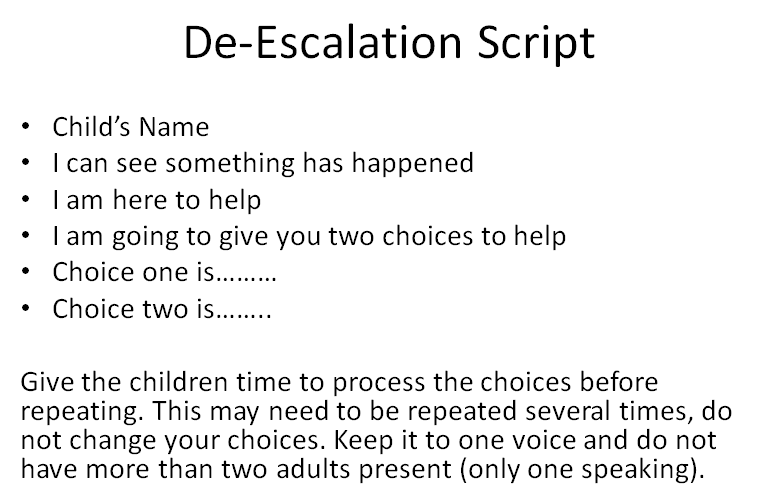
* **1 person on the football pitch**
* **1 person by the play equipment**
* **1 person on the yard**
* **1 person on the patio area.**

***Any yard issues are to be dealt with by lunchtime supervisors initially, then if necessary***

***refer to class teacher who will then make the decision whether or not to involve Phase leader, Deputy Headteacher or Headteacher in that order.***

***Playtime & Lunchtime Rules***

* Small balls are allowed on the yard for throwing and catching games only.
* Football is allowed only on the field or in the designated zone on the yard when the grass is wet.
* Netball is only allowed by the netball posts.
* Play fights are not allowed.
* Children must ask a member of staff before going inside at playtimes/lunchtimes.
* Children are not allowed inside without supervision (apart from visiting toilet/cloakroom with permission).
* Children must respect all members of staff.
* Children must respect each other.
* Equipment must be respected and used appropriately.
* When the first bell rings children must stand still and quietly and then proceed to their class lines.
* Children should only be allowed in their designated zone.

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