

NURTURE – EMPOWER - ACHIEVE

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Gilwern

Primary School



BEHAVIOUR MANAGEMENT POLICY



Nurture, Empower, Achieve

School Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

RIGHTS RESPECTING SCHOOLS

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

Safeguarding Statement

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi-agency referral form (MARF) is completed and submitted to Children's Services via childduty@monmouthshire.gcsx.gov.uk . Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel."



GILWERN PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

This policy has been written in consultation to all those expected to support and implement it e.g. pupils, staff both teaching and non-teaching and parents. It will be presented to both parent and Governor Representatives for consultation and discussion. Its purpose is to give clear guidelines to all stakeholders within the school.

We believe there should be an approach based on positive reflections that values each individual, using rewards and role models to nurture behaviour for success. We encourage everyone to implement rules fairly and consistently, to foster good behaviour in a positive way within an atmosphere of hard work, care, commitment and responsibility.

AIMS

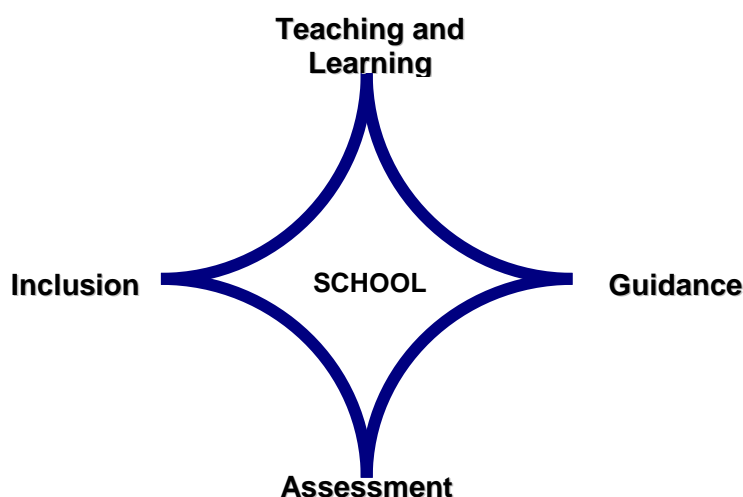
To provide all staff, parents and students with the vision, guidance and support to create positive behaviour that leads to independence and success.

Based on:

- Valuing diversity
- Equality
- Mutual Respect
- Developing the potential and autonomy of all
- Learning as life enhancing
- Collaboration
- Emotional and physical well-being
- A clear moral purpose
- Values based education

The school will achieve this by

- Planning for good behaviour
- Working within the framework of



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Aims continued...

- Actively building trust and rapport;
- Modelling the behaviour you want to see through values;
- Working to repair and restore relationships;
- To encourage a calm, purposeful and happy atmosphere within the school;
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To help children to take a pride and a responsible interest in caring for their environment;
- To help children, staff and parents have a sense of direction and feeling of common purpose;

ROLES AND RESPONSIBILITIES

Individual Colleagues

- Maintain high and clear expectations;
- Apply rules, routines, sanctions and rewards consistently and fairly;
- Use the language of mutual respect;
- Avoid over-reaction and confrontation;
- Display a range of approaches based on the best pedagogy and practice;
- Adopt a positive approach to problem solving;
- Role model behaviour based on an appreciation of the values and beliefs that underpin the ethos of the school;
- All colleagues share equal responsibility in supporting pupils' behaviour;

Expectations

Attend
Be Punctual
Work Hard
Act Sensibly
Treat Everyone and Everything with Respect



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CLASSROOM CHARTERS

Each class create their own classroom charter at the beginning of each academic year and these are revisited throughout the year linked to the Rights Respecting Schools Award.

See examples below.

- We have the right to be nice to people with kind and caring hands;
- We have the right to treat others how we would like to be treated;
- We have the right to be polite and responsible to one another;
- We have the right to be proud and loyal to our class, our school and our community;
- We have the right to respect our environment;

OUT OF CLASS CHARTERS

The School Council devised the following Playground Charter and the contents were explained and agreed in a whole school assembly.

- Be kind to one another;
- Play carefully and be aware of other people around you;
- Share all the benches, seats and playground toys;
- Respect the environment, especially the woodland area and people around the school;
- Be aware of children who are alone or unhappy and encourage them to join in;
- Keep within the playground boundaries;
- Put your litter in the right bins;
- Use the play equipment sensibly;

VALUES BASED EDUCATION

The School Council voted for the values which they felt needed to be prioritised. This was shared in a whole school assembly and monthly values are now a whole school focus. Value work is shared at the end of each month and followed by a relaunch of the new value.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

Children's needs are considered and provision is adapted in line with both the Special Educational Needs Code of Practice and the More Able and Talented Policy.



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EQUALITY

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

REWARDS AND REWARD SYSTEM

- Staff offering guidance to children including praise and encouragement for good behaviour or work;
- Highlighting of good work in front of the class and school;
- Good work and good behaviour to be brought to the attention of the Head Teacher, resulting in a Head Teacher award;
- The encouragement and appreciation of children who act as positive role models; e.g. through School Council, Eco-explorers, House Captains, Year 6 Super School Squad, Prefects and Playground Buddies;
- Collaborative work within classes and across year groups which helps to develop good relationships;
- Class Dojo system is a home school communication platform to share and celebrate positive behaviour;
- Internal and external school, group or individual achievements praised in weekly celebration assemblies;
- Exceptional achievements to be shared with parents, governors, media and L.A.;
- A special treat at termly intervals for all pupils demonstrating responsible behaviour;

UNACCEPTABLE BEHAVIOUR

There is no place for violence, bullying, harassment, vandalism, rudeness or bad language in our school. Honesty is encouraged at all times and shown to be admired and appreciated.

Sanctions may be used as part of the process of developing pupils individual responsibilities.

Time will be given to listen to the explanations and these will be considered fairly. Children will be made aware of the consequences of their actions and the effect they have on others. They will be encouraged to resolve the problem themselves and make their peace with the 'injured party' involved.

We understand that some children present us with persistent and challenging behaviour that is beyond our repertoire to manage. In these cases we refer to an outside agency such as the Educational Psychologist.



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SANCTIONS

- Disapproval-verbal, non-verbal
- Rebuke - with explanation (language of choice)
- Behaviour reflection, letter of apology written during their own time.
- Withdrawal of privileges-house/extra-curricular participation, break times given up, withdrawal from termly treats.
- Referral to Head Teacher/Senior Management Team
Letter/telephone call to parents.
Meeting with parents.
- Exclusion – fixed term or permanent

RESPONSIBILITIES

- Esteeming children and adults as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- The provision of a curriculum designed to support, challenge and engage each child;
- Classroom organisation which facilitates independent working;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Rejecting all conduct involving bullying or harassment;
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently and fairly;
- Ensuring children are aware of their rights and encouraged to accept responsibility;
- Caring for and taking pride in, the physical environment of the school;
- Working as a team, supporting and encouraging one another.

Procedures to be followed where parents need to be informed or where there has



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been a serious incident, will be discussed with the Head teacher.

The Monmouthshire Local Authority policy on the Use of Reasonable Force to control or restrain pupils has been adopted by the school.

Staff have received initial training in the Team Teach approach.

The Monmouthshire Local Authority policies work in conjunction with the Behavioural Management Policy of the school.

Signature of Headteacher Date:
Mr R M T Guy

Signature of Chair of GovernorsDate:
Mr B Davies

