

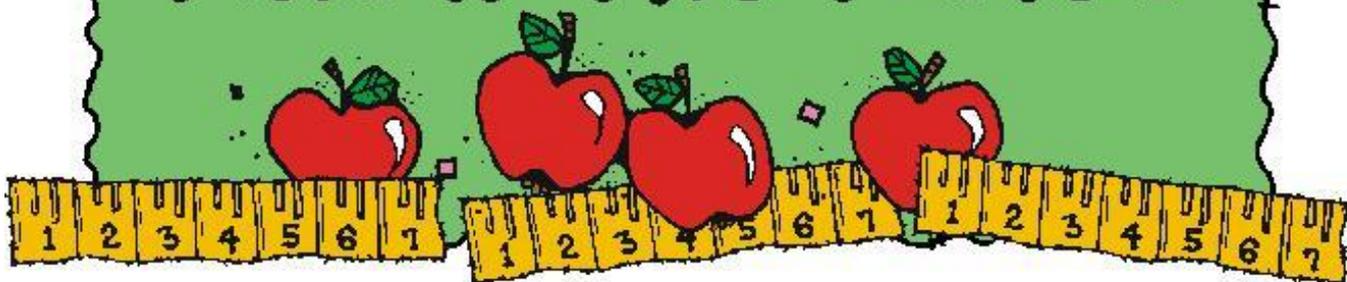
*"Together we care, share and achieve"*

Produced in association with Llanhari Primary Parent Council

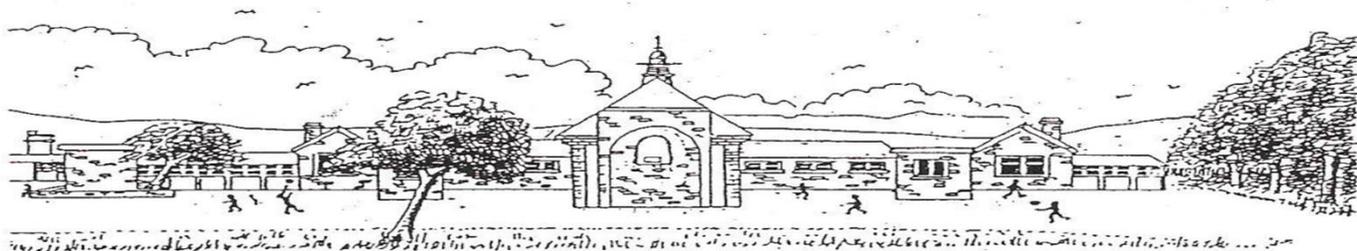


# Promoting Good Behaviour

**Know the Rules**



## Information booklet for parents



## Introduction

There is a clear relationship between effective behaviour management and a positive school ethos.

In order for our children to be happy in school and achieve high standards of success, we need to ensure that our children are well motivated, develop positive social skills and acceptable modes of behaviour.

Our school will endeavour to provide a happy, stable environment in which children are respected and encouraged to develop into well-adjusted individuals who are able to reflect upon their actions and take responsibility for the consequences of those actions. We aim:

- To ensure the safety and well-being of everyone in our school
- To encourage children to become responsible, caring members of our school and the community
- To enable children to develop a keen sense of what is right and what is wrong, with clear expectations of appropriate behaviour
- To provide children with opportunities to develop skills that will enable them to feel good about themselves and their school

## School and parents working together

- School works closely with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain our expectations for behaviour in this booklet and 'Home-School Agreement' and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented

### Consistent Approach

A consistent approach to discipline is critical to support learners as they progress through the school. At Llanhari Primary School we have developed consistent Rules, Rewards and Consequences, from nursery to year 6.

### School and Class Rules

All classes have an agreed 5 rules, based on those recommended by the Local Authority Behaviour Support Team. As the children reach the junior department the wording in the rules will develop further to reflect their more mature understanding of their behaviour. However, the underlying principles of our rules, rewards and consequences will remain the same

- **Listening ears**
- **Eyes on the teacher**
- **Inside voice**
- **Hands + feet to yourself**
- **Kind heart**

### Rewards - the Positive Side of Discipline

In any disciplinary system the emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment.

Our Rewards are:

- 1) **House Point/ Dojo positive points**
- 2) **Sticker**
- 3) **Certificate**
- 4) **Letter home**

### Consequences

In order to create a positive atmosphere, our school needs to establish and encourage a healthy balance between punishments and rewards.

The following list starts with the less serious and ends with the most serious sanctions, but there may be no precise order or starting point. The nature of the incident will determine at which stage sanctions start:

- 1) **Verbal Warning/ Dojo negative point**
- 2) **Thinking Time**
- 3) **Mrs Coates**
- 4) **Letter home**

Deciding on a consequence can depend on the type of behaviour displayed by the child or the seriousness of the event. We use a graduated step approach:

**Step 1 Tactical ignoring,**

Deflecting inappropriate behaviour, by drawing attention to appropriate behaviour.

**Step 2 Simple direction**

Rule reminder, explanation of the rule being broken or quiet word e.g. *'where should you be?'*

**Step 3 Warning**

Clear choice to be given to the child e.g. *either you work without annoying anyone or I move you.*

**Step 4 Dojo Points Removed**

Dojo negative point awarded to decrease overall score.

**Step 5 Thinking Time.**

Separation or time out or removal from playground to a designated area for a short time.

**Step 6 Mrs Coates**

Time out of class in the Head Teacher's office or in her absence a senior member of staff's classroom. Parents will be informed if this step has been taken.

**Step 7 Letter Home**

Mrs Coates will write to the parents of the child asking them to make an appointment to discuss their child's behaviour.

**Step 8 Star Chart / Behaviour diary**

Using a star chart or behaviour diary, behaviour is monitored and reported on for a fixed period. The report system will need the full cooperation of parents to be effective and will form a home - school record so parents can support and mirror behaviour strategies at home.

**Step 9 School Action**

Put the child on School Action SEN stage of assessment if problems persist and formulate an individual behaviour modification plan (IEP)

**Step 10 Outside agencies**

If all the above fails then outside behavioural support agencies should be consulted and the child referred to the Behaviour Support service/Educational Psychologist

From Step 6 onwards a formal record of the child's behaviour pattern will be kept as documentary evidence.

**Exclusion**

Exclusion of a child will only be considered if their behaviour results in repeated physical violence or if they are seriously undermining overall discipline of the school by their behaviour, in all these instances the head teacher must refer to the Governing Body. It is the responsibility of the governing body to ensure the school policy is administered fairly and consistently in these cases and that the rate of suspensions and exclusions is monitored