



Together We Soar to Success

POSITIVE BEHAVIOUR MANAGEMENT POLICY

This policy has been developed with all stakeholders.

Aim

To provide a stimulating, happy, caring and safe environment in which each child can enjoy their work and is given the opportunity to achieve.

To ensure the academic, social and emotional needs of each individual pupil are met.

We have established five **school rules** which we expect all children to follow, they are:

1. Follow instructions first time.
2. Keep hands, feet and unkind words to yourself.
3. Move sensibly and safely around the school.
4. Listen to the person who is meant to be speaking,
5. Show respect for yourself, others and school property.

Rationale

Behaviour is a key feature of school life; there should be a clear, shared understanding of expectations between the children, Headteacher, staff, parents/carers and governors.

High-quality behaviour for learning is underpinned by relationships, lesson planning and positive reinforcement and rewards.

School expectations

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from the children. Good behaviour is necessary for effective learning and teaching to take place.

Promoting good behaviour and discipline

- At Ogmores Vale Primary School we seek to foster positive high quality relationships between all children, all school staff and parents/carers. We are particularly sensitive to the needs and feelings of all stakeholders.
- At the beginning of the school year, home-school agreements are sent to parents/carers by individual teachers outlining the school rules, positive rewards and sanctions for inappropriate behaviour.
- The school rules will be shared with every child and displayed clearly around the school.
- Staff will have high expectations of all children at all times during the school day, including after school clubs.
- Staff will plan lessons which engage, challenge and meet the needs of all pupils.
- Praise will outweigh sanctions. If negative behaviour does occur, staff will take time to remind the child of appropriate behaviour. The teacher will listen to the child and speak calmly to reiterate the school behavior policy.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Headteacher if situations are deemed serious.

Procedures for the playground/lunchtime:

- To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors in line with the positive behaviour policy of the school.

Positive Behaviour Points System

- Across the school we have a house point system, where all staff may issue house points to individual children who follow the school rules. The weekly totals are shared in assemblies and the points are accumulated throughout the year. The house that scores the highest points will win the house trophy at the end of the year.
- Each class will have a reward system that will be agreed at the beginning of the year with the teacher and children.

Consequences System

- The 'OV Green Scheme' will be used in all classes to reinforce positive behaviour and to ensure that a consistent and fair approach is taken when responding to negative behaviour.
- A minority of children with specific behavioural difficulties may have a different system which has been agreed by school, parents and the Local Authority inclusion team.

The OV Green scheme

All classes will have a traffic light poster on display. Children's names will be placed on green at the beginning of each session. If a child chooses not to follow the school rules the following graduated response will be implemented:

1. Remind the child of the rule that has been broken.
2. If the child breaks the rule for a second time, their name will be moved to orange.
3. If the child breaks the rule for a third time, remind the child of the rule that has been broken.
4. If the child breaks the rule for a fourth time, their name will be moved to red.
5. Once a child is on red they will then miss ten minutes of their next playtime or lunchtime (depending on the session). The class teacher will keep a record of the children that have been placed on red.
6. If a child has been placed on red three times in a half term, the class teacher will phone the parents.
7. If a child has been placed on red five times in a half term the Deputy Head/Headteacher will arrange a meeting with parents.

If a child chooses to display the following behaviours they will be sent straight to a member of the senior leadership team and further action will be taken.

- Fighting/hurting another child
- Swearing at a member of staff
- Hitting/assaulting a member of staff
- Damage to school property
- Absconding

The school cannot provide an exhaustive list of behaviours but will apply a common sense approach.

Any incidents of serious misbehaviour will not follow the above criteria and the Headteacher will be involved immediately.

Recording of incidents

All incidents relating to behavioural issues are recorded using 'My Concern'. For children who have diagnosed EBD the ALNCO will work closely with the class teacher to ensure incidents are recorded using agreed procedures and appropriate training and referrals are made.

Damage to property

Damage to school property, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a contribution towards the cost of repair or replacement.

Bullying- This is addressed through our Anti Bullying Policy

The Role of the Governing Body

The Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline;
- Responsibility to ensure that the school complies with this policy.
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy.
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy.
- To ensure that all staff hold responsibility for ensuring high standards of behaviour.
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring policies are made available to parents.
- Link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

The Role of the Headteacher

If the Headteacher becomes involved, she liaises with the senior staff, the ALNCO and outside agencies to discuss the needs of individual children.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The role of the Governors is detailed in the exclusion policy.

Only the Headteacher (or the Deputy Headteacher in their absence) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently.

It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Chair of Governors and the exclusion committee is to be informed of any fixed or temporary exclusions.

If the Headteacher excludes a child, she informs the parents/carers 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 to the governing body. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use sanctions we expect parents/carers to support the actions of the school.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented as set in the school's complaints policy.

This policy will be reviewed annually.

DATE REVIEWED: September 2019

AGREED BY GOVERNORS: September 2019

NEXT REVIEW DATE: September 2020

Head Teacher/ Pri Athrawes:

Date/ Dyddiad:

Chair of Governors/ Cadeirydd Y Llywodraethwyr:

Date/ Dyddiad