



Clyro Church in Wales
Primary School

Clyro Church in Wales Primary School Positive Behaviour Policy

Keeping our children safe

*Nothing is more important at Clyro, than ensuring our children are safe
and that they feel safe.*

Reviewed: November 2024

Introduction

We are a Church in Wales Primary School for the village of Clyro and the surrounding area. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Christian Church and in partnership with the Church at parish and diocesan level. We would emphasise that our holistic approach to education seeks to reflect the inclusive nature of Anglicanism.

At Clyro, our overriding aim is to provide a quality education for all the pupils in our care. We work towards the education of the whole child, where each individual has the opportunity to reach their potential, academically, socially and spiritually. We aim to create an environment where children enjoy learning, and are challenged, motivated and see education as a shared and lifelong process. We aim to create an environment where children are valued and where their opinions are valued.

We work to develop children's independence and encourage them to be responsible for themselves and for those around them. We encourage respect and tolerance and take every opportunity to acknowledge the children's achievements both inside and outside school. We value the very important part parents have to play in the shared education process and actively encourage their involvement in the life of the school.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We welcome the wider community into school, and also give our children access to the richness of experience that the village and its people has to offer them.

We aim to give our children firm foundations on which they themselves can build in later life.

Our Record on Behaviour

The school behaviour policy.....

“The school is a caring community where pupils are happy and feel secure. Their behaviour in and around the school is excellent. Most pupils thrive as confident, capable learners. They develop well as confident, independent learners and show high levels of tenacity and resilience.”

Estyn June 2019

“This is a caring church school community where the Christian values embedded in the everyday life of the school foster excellent relationships at every level. Pupils are growing into well-rounded and self-motivated young people who are thoughtful, reflective, respectful, articulate, tolerant and independent. They are increasingly able to apply the Christian vision and values of the school to their learning, behaviour and decisions.”

Gwella Section 50 Report - July 2019

Why Do We Have a Behaviour Policy?

A school policy on good behaviour should help to secure a continuity of approach and a sharing of common values"

(Teaching Juniors - Blackwells Press 1991)

Our school behaviour policy represents the consensus that has been achieved by the staff, for managing relationships within the school. We have tried to ensure that the strategies and approaches outlined in this policy underpin the aims of the school as outlined in the school prospectus.

Our Values at Clyro Primary School

Persistence
Cooperation
Peace
Happiness
Hope
Love
Appreciation
Forgiveness
Respect
Honesty
Responsibility

At Clyro Primary School

- ✚ We take **safeguarding** of children very seriously and this is always the first thought when considering matters concerned with behaviour.
- ✚ At Clyro we aim to provide a **high quality education** for all the pupils in our care.
- ✚ Our primary aim is to generate a **feeling of worth** and mutual respect within our school family, and we base our general approach on the reinforcement of good behaviour and attitudes, using praise and encouragement.
- ✚ We work towards the education of the **whole child** where each individual has the opportunity to reach their potential, academically, socially and spiritually.
- ✚ We aim to create an **environment where children enjoy learning**, and are challenged, motivated and see education as a shared and lifelong process.
- ✚ We aim to create an environment where **children are valued** and where their opinions are valued.
- ✚ We work to develop children's **independence** and encourage them to be responsible for themselves and for those around them.
- ✚ We encourage **respect and tolerance** and take every opportunity to acknowledge the children's achievements both inside and outside school.
- ✚ We value the very important part **parents** have to play in the shared education process and actively encourage their involvement in the life of the school.
- ✚ We welcome the **wider community** into school, and also give our children access to the richness of experience that the village and its people has to offer them.
- ✚ We aim to give children **firm foundations** on which they themselves can build in later life.
- ✚ We aim to **build on any success**, however small.
- ✚ Staff **expect the best of all children** and promote care, consideration and courtesy by example.

Rationale - School Vision

At Clyro Primary School our vision 'Nurture, Wonder, Thrive' is at the heart of what we do for our learners.

Our vision at Clyro Church in Wales Primary School is to foster in each individual child a love of learning by nurturing and developing curiosity, awe and wonder. We aim to expand pupils' horizons by providing creative, inspiring and challenging experiences and opportunities which allow our children to thrive, leaving us as confident, capable and well-rounded citizens, equipped for the future.

Nurture - values; supported; confidence; resilience; empathy; health; wellbeing; positive relationships;

Wonder - apply skills and knowledge; independence; innovation; confidence; respect needs and rights; risk takers; team player; have fun; life long experiences;

Thrive - face challenges; sustainability of planet; think creatively; solve problems; responsibility; prepared for life;

In order to live by our vision we aim to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety
- Treat all children fairly, equitably and with unconditional positive regard
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people
- Celebrate and recognise good behaviour and relationships, promoting the values of our school
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met
- Implement positive procedures which create an orderly and purposeful atmosphere in and around school
- Provide leadership that communicates appropriate values
- Ensure all staff work co-operatively and reflectively with one another and with pupils and parents/carers
- Enable staff to understand the nature of emotional and behavioural difficulties and thus do all they can to promote pupil self-esteem and co-operation
- Provide a curriculum which is suitably challenging for all our pupils
- Formulate and implement an effective Behaviour Policy which sets out rewards, sanctions, responsibilities and procedures to follow
- Provide opportunities for pupils to learn from their own actions and developing self discipline
- Use house points as a reward system
- Encourage kind words and focus on the schools values

At Clyro Primary School...

We recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply.

We have a responsibility to teach children:

- what the expectations are in school and why
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn
- how to modify their behaviour to suit different contexts
- how to recognise and control their emotions in order to modify their behaviour

At Clyro we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

This policy aims to set out the detail of how behaviour is managed in school, including procedures and systems for rewards and consequences. It is designed to encourage positive, and acceptable behaviour and ensure we deal effectively with unacceptable behaviour.

Following discussion with pupils and staff, the following list of unacceptable behaviour was compiled:

- Bullying and online Bullying (See Anti-Bullying policy)
- Dishonesty
- Disrespect for others and property
- Disruptive behaviour
- Insufficient effort to improve work
- Poor manners
- Rough play

Principles

We have 4 principles which re-inforce positive behaviour, self-esteem and confidence which help the children each day.

These are:

- For every action, there's a consequence
- A fresh start
- Respect for others, ourselves, property and possessions
- I reflect and I improve

Class Rules

At the start of each academic year, each class draws up a class charter at the start of the year with more detailed rules and expectations of behaviour.

These rules may include:

- Listening and communicating politely, showing good manners
- Being kind, helpful and understanding towards other people
- Always trying our best
- Being respectful to each other, our resources and our environment

We aim to help children understand that they have rights and that they cannot take away the rights of others.

The Charter should have some way of the children agreeing to them- a hand print, signature, face etc, depending on the age of the children.

Hierarchy of Consequences

It is essential for the maintenance of good order in a school that consequences are applied, and are seen to be applied, fairly and consistently by staff. Consequences and solutions to misbehaviour must always reflect the nature and causes of it. The following hierarchy of consequences will be applied by staff when pupils display any of the unacceptable behaviours.

Behaviour Steps

At Clyro Primary School we will always strive to promote a positive learning environment and learning experience for all of our learners. Sometimes the school will need to follow the steps outlined in the table below (School Behaviour Ladder) to promote a positive learning environment for all learners. Where necessary, actions will be recorded to ensure a consistent approach to recording behaviour concerns.

Each half term, the process will start again, to ensure that all pupils have the chance to learn, therefore promoting a more positive environment at the school for all of our learners.


The steps in the table as shown, will be used by staff at the school to promote a consistent approach to dealing with unacceptable behaviour which has been identified by the pupils and staff at the school.

The main aim of these steps is to help and manage low level behaviour that disrupts other pupils' enjoyment of school. The consequences will ensure that there is a more consistent approach to managing and dealing with the increased challenges faced by staff in school. The steps will take into consideration the age of the learners and their background. Although the approach will be consistent, it will be down to the discretion of the teacher to manage the timeframe of the actions (e.g. a year 1 pupil may have the sanctions over a two week period, whereas a year 6 pupil will have the sanction for half a term).

In the event of any incidents that are considered serious, steps can be missed to come in line with the severity of action.

Classes agree as part of their class charter the behaviours that correspond to each colour in our 'coloured' consequences and reward system (see behaviour ladder procedures below).

We expect children to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in consequences.

	What this might look like for me (the child) and what will happen	Action and Restorative behaviours (if applicable)- some examples
	<p>Blue behaviour might include...</p> <ul style="list-style-type: none"> -Helping others -Working particularly hard on a challenge -Always trying your best -Trying something new -Being a good friend -Achieving a goal/getting a reward 	<p>Action:</p> <ul style="list-style-type: none"> -House points/class dojos -Star of the day/week -Class reward -Postcard home -Headteachers sticker -In the school newsletter -Extra golden time/play -See a member of SLT
1	<p>Green behaviour might include...</p> <ul style="list-style-type: none"> -Being ready to learn -Active listening -Following instructions -Polite/Good manners -Kind to others -Responsible 	<p>Action:</p> <ul style="list-style-type: none"> -House points -Class dojo points -Positive praise -Stickers -Visit to another class teacher to show good work
2	<p>Yellow behaviour might include...</p> <ul style="list-style-type: none"> -Calling out -Off task behaviours -Minor disturbance to others 	<p>Action:</p> <p>(Reflection spot can be used in classroom)</p> <ul style="list-style-type: none"> -Reminder with positive statement “remember to use walking feet” -Informal warning of next consequence <p><u>Restorative behaviours:</u> Reflect on class charter & agreements Restorative conversation steps</p>
3	<p>Orange behaviour might include...</p> <ul style="list-style-type: none"> -Being unkind to others -Disruptive to others in class or on the playground/lunch hall/assembly -Touching other people’s belongings -Disrespect for staff and school environment/equipment 	<p>Action:</p> <p>(Reflection spot can be used in another class and kept in during a play time- the duration of this loss in minutes will be equivalent to their age in years)</p> <ul style="list-style-type: none"> -Recorded on behaviour card -Loss of reward time in class <p><u>Restorative behaviours:</u> Circle time sessions Meeting with others to discuss consequences of actions Parents informed Restorative conversation steps Daily or Weekly Reflection/Behaviour report sheet used for home/school communication</p>
4	<p>Red behaviour might include...</p> <ul style="list-style-type: none"> -Hurting others -Taking things that don’t belong to them -Damaging others property -Damaging school property -Repeated poor behaviour at orange stage 	<p>Action:</p> <p>(Reflection spot can be used outside the headteachers office and kept in during a play time -the duration of this loss in minutes will be equivalent to their age in years)</p> <ul style="list-style-type: none"> -Recorded on behaviour card Meeting with others to discuss consequences -Phone call home -Loss of privileges/trips Daily or Weekly Reflection/Behaviour report sheet used for home/school communication <p><u>Restorative behaviours:</u> Letters written to those impacted Circle time sessions ELSA sessions Meeting with parents Restorative conversation steps Daily or Weekly Reflection/Behaviour report sheet used for home/school communication</p>

5	Purple behaviour might include...	Action:
	<ul style="list-style-type: none"> -Significant disruption to others -Severe damage to property of others/school -Violence or aggression towards children or adults 	<ul style="list-style-type: none"> -SMT involved -Fixed term exclusion <p>Can escalate from 'orange stage' if occurs more than 3x per week over a two week period.</p> <p><u>Restorative behaviours:</u> Parent and child meeting - support and plan put in place.</p>

In each class, children have a pocket chart with their names on, inside their pocket is an object displaying what colour of the behaviour chart they are on. These can be changed by the teacher, depending on the stage of the behaviour ladder each child is on. Behaviour cards are stored by teachers in a safe place and used to record any behaviours where necessary. Behaviour report sheets, can be sent home with regards to behaviour and used where felt they are needed, this is decided upon by the class teacher.

The behaviour ladder approach sets out expectations and also the consequences for children. It is a visual document which can be used with children to encourage them to regulate their behaviour and understand where they are- they may also reference the colours as well as numbers.

Consequences

It is inevitable that situations will sometimes arise when a child will need to be corrected, and consequences will need to be applied. We are aware, however, that different approaches work for different children, and, when using the guidelines, staff will give careful consideration to the appropriateness of any course of action.

When considering an appropriate course of action after a behavioural incident, our principal aim is always to minimize the likelihood of the incident being repeated. We want individuals to learn from mistakes rather than to repeat them.

Consequences which might be employed in the event of unacceptable behaviour or work not completed due to misbehaviour are seen in our behaviour ladder.

Discussion

An approach which has a high profile and very much underpins the ethos of our school, is that of discussion and negotiation. This is used by our peer mediators who deal with minor issues. As far as is practicable, whenever a problem of behaviour or general discipline occurs, the matter will be discussed between staff and an individual child, or between staff and a group of children. Both sides will look at the problem and the children will be encouraged to consider together, not only the possible outcomes of actions, but also possible solutions to problems.

Parents will be informed if there is a problem with their child's behaviour and invited into discuss the issues with the class teacher and then the Headteacher, if necessary.

Restorative Practice

We use restorative practice between pupils and between pupils and staff. Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

Where there are consequences, we will carry out a restorative conversation so all parties have chance to reflect upon what happened and discuss it in a supported and sensible manner.

Incidents will be dealt with using the restorative questions:

- What happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected and how?
- What needs to happen now to make things right?

Exclusions

In the event of violent or persistently challenging and unacceptable behaviour, the school may exclude a child. Parents/carers will be informed so that suitable arrangements may be made. Only the Headteacher will be able to make the decision to exclude a child.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion. The Head teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher. The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the local authority policy on exclusion.

Exclusion from schools and pupil referral units

Ensuring a positive learning environment for learners

It is important that good behaviour and effort is rewarded for our learners. At Clyro Primary School we have agreed that 'House Points/Class Dojo Points', will be our main system for providing encouragement/reward for our learners in the Juniors and 'Star of the Day/Stickers' in the infants.

Each of the children have been placed or new pupils added to a house (Red, Yellow, Green and Blue). At the end of each half term, all children receive a reward for working towards achieving 'House Points/Dojos/Star of the Day/Stickers', but the house who has made the most points in that half term, receives an extra reward (to be decided by the School Council).

The school uses a variety of positive strategies in order to encourage a positive learning environment for our learners:

- Praise children for good work- Verbal and written
- Work shared with the class and headteacher
- Postcard home to parents/carers
- House points/Dojo Points
- End of half term rewards
- Stickers
- Star of the week/Day
- End of term 'celebration with headteacher/governing body'
- 'Endeavour Cup' for pupils in the Juniors
- House cup for the most house points gained
- Good work displayed in the school
- Headteacher stickers
- Special assembly balloon/crown/hand print on the wall of fame
- Top table lunchtime recognition
- Use of social media to share good news

- Class parties/events/activities

Strategies to improve behaviour

In addition to rewards and consequences, the following strategies are used throughout the school to support good behaviour, build self-esteem and develop a sense of pride in the school:

- Early identification of pupils with behavioural problems. External agencies are notified and assessments carried out as soon as possible
- Collective worship- whole school and in-class- to establish the ethos and vision of the school
- Personal and Social Education taught as both discrete and cross-curricular subject (R.E, English and History) and the use of 'Jigsaw' framework and resources
- A 'Values' board in the hall and in classrooms displaying the value of the month
- A focused 'value' to be incorporated into class and whole-school collective worship assemblies
- Circle Time- to enable pupils to discuss behaviour issues and strengthen their relationships with others
- School Council- established to develop pupil responsibility and citizenship; School Council and Sports Ambassadors also suggest ways of improving behaviour at break times
- Break time activities and equipment to help children to play and cooperate with one another supported by peer buddies and sports ambassadors
- All rules are fair and applied consistently yet flexibly, taking into account individual circumstances.
- All rules are justified in terms of being required to ensure safety, well-being or learning.
- Expectations are phrased positively e.g. "walk slowly" rather than "don't run"
- Staff use a quiet and calm manner when dealing with children
- Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances
- Discipline respects children's dignity
- Children are given time to reflect and discuss their behaviour
- Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.
- Staff meetings and Inset, where staff can discuss behaviour issues and develop their own behaviour management expertise
- Involvement of LA advisory team to support training
- Involvement of parents- both Parents' Evenings and when incidents arise- to raise concerns about behaviour to support
- Links with the secondary school
- Extra-curricular clubs
- A stimulating learning environment which makes children feel good about the school and themselves
- Sporting, musical and cultural opportunities
- PTFA events; community links/activities
- Opportunities for pupils to have responsibilities- break time, canteen, library duties, Helpwr Heddiw, leadership roles (eg School Council Groups)

Sharing and sharing in the community

Sharing is an important part of school life and we believe that achievements should be shared with the wider school community. We share and celebrate both pupil and whole school achievements in the following ways:

'Shared reading' fostering the care and co-operation between the older and younger children.

'Good work' or improved behaviour may be reported/shown to other members of staff, and simple rewards such as verbal praise, stars, house points, stickers, etc. may be used as thought appropriate. Children are encouraged to bring in and share certificates, medals, awards etc. that they have earned outside school.

Our monthly newsletter focuses on the achievements of the children throughout the school year, not only academically, but also personal qualities, social skills and their contributions to the wider school community. This is published on our school website and on display in the local parish church. Children's work is also celebrated in "The Messenger", the parish magazine.

Sporting achievements and successes are reported back and celebrated with the school community with team players reporting back in assemblies, cups, medals, etc. displayed and enjoyed by the whole school.

Social Inclusion

Pupils with more extreme behavioural and social problems (EBS) may be supported through social inclusion arrangements. For pupils with EBS, the Headteacher, ALNCo and the child's class teacher will draw up a Pastoral Support Programme for the child. This must include precise and realistic behaviour outcomes for the child to work towards. The curriculum may be modified for such children, however it must remain broad and balanced and will need to 'promote the spiritual, moral, cultural, mental and physical development of the pupil, at school and in society, and prepare the child for the opportunities, responsibilities and experiences of adult life' - Education Act 1996. Where the curriculum is modified, the child will need an IDP or a ULP and any disapplication from the curriculum must be monitored.

Links with External Services

Where necessary, the school will be supported by the Local Authority's Inclusion Pathway and will work closely with the following:

- The Educational Psychologist
- Local Authority officers responsible for ALN and Social Inclusion, whose main role will be to support the school and the family, to provide curriculum advice and specialist help;
- Outreach support workers
- 'Action for Children' service;
- Psychological Service;
- Education Welfare Officers
- CAMHS
- Health Visitors
- TAF
- Police (if necessary)

Support within the school

The staff and Headteacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low key support.

When dealing with a pupil's specific behavioural problems, more specialised advice is obtained from external agencies such as the Educational Welfare Officer, School Nurse, Doctor, Educational Psychologist, Community mental/health service and social services.

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff and our peer mediators. Any problems are always reported back to the teaching staff and/or the Headteacher, if consequences are thought to be necessary. General concerns about pupils are relayed in the same way.

During wet playtimes and unstructured time, behaviour is monitored and any issues dealt with through applying the strategies outlined above. Lunchtime supervisors will report any examples of 'Unacceptable Behaviour' to the class teacher.

Responsibilities

We aim to develop a child's sense of responsibility and encourage them to contribute fully to the life of the school. They will be expected to show care, and have respect for others and for the school environment. Staff, parents and governors will give positive support in maintaining these principles.

Responsibility is developed in some of the following ways:

- Pupils taking responsibility for simple classroom tasks;
- As young pupils enter school life, they are partnered with an older school "Buddy", who will be responsible for their settling and well being and also as their reading partner;
- In Class 3, pupils are responsible for running the Café/Tuck Shop and having roles of responsibility;
- Pupils in Year 5/6 are trained as Peer Mediators, as part of a mediation programme that runs during break and lunchtimes;
- Pupils may wish to stand as a member of the School Council, Criw Cymraeg, Eco Committee, Healthy Schools monitors, Sports Ambassadors, Digital Leaders, etc.

Roles and responsibilities

Governing Body

The Governing Body have overarching responsibility for ensuring this policy complies with this statement and that the governing board is fulfilling its role at school level. The governing body is responsible for ensuring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy.

They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices and take actions where necessary
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

It is the responsibility of the Headteacher to implement and monitor the school behaviour policy consistently throughout the school and to report to the 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 supports the staff by implementing the policy, by modelling the standards of behaviour and by supporting staff in any issues or uncertainties which may arise.

The Role of all Staff including Teachers and Teaching Assistants

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and consequences consistently, using the praise and reward systems in place
- To build positive relationships with children
- To model positive behaviour and relationships
- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships

It is the responsibility of all staff to ensure that the policy is implemented consistently and fairly across school. All staff must have high expectations of children in terms of behaviour and need to promote a positive climate in school: this includes rewarding positive behaviours and dealing with negative behaviours they may come across straightaway both inside or outside the classroom. If staff are unsure of what reward or consequence is appropriate, they must seek advice from SLT to make sure it has been dealt with consistently and appropriately. Staff to inform SLT if they have any concerns about a child's behaviour. All adults in school must be aware of any child's ALN needs and are to make reasonable adjustments in order to support these pupils with their behaviour.

Midday Staff

Midday staff, both lunchtime supervisors and canteen staff, are responsible for:

- Supporting the school's Positive Behaviour Policy and Anti-Bullying Policy and discussing any concerns or problems with the relevant members of staff;
- Doing their utmost to promote positive relationships and good behaviour in their dealings with all children.

Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy - copies are available on the school website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the school rules and expectations
- Attending Parents' Evenings and discussing any problems related to behaviour with their children;
- Working in partnership with the school, as described in the Home-School Agreement.

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents should support the actions of the school in implementing the behaviour policy. Parents are responsible for informing the school of any changes in circumstances which may affect their child's behaviour. 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 then contact the Headteacher. If the outcome is still unsatisfactory, they should contact the school governors.

Pupils

Pupils will be responsible for adhering to the School Rules - in all areas of school life - and doing their best to develop positive, constructive relationships with all members of the school community.

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To celebrate the achievements of others
- To follow school rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair

Improving and maintaining good behaviour throughout the school requires the effort, co-operation and consistent support of all members of the school community.

When children make small wrong choices in school, accept the consequences and learn from the experience, it will not be necessary or practical to inform parents/carers every time. However, where a pattern is developing and the child is not learning from their behaviour then parents/carers

will be informed by their class teacher or senior staff and the school will work with the parents to help the child learn to make the right choices.

The school recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Our rewards and consequences are all linked to our school rules, class charters and our School Vision. It is vital for the children to understand the rewards and consequences and the purpose of them. This is to be discussed with the children at every opportunity so they understand why the rules are in place.

School Rules / School Family Promise

There are 4 school rules at Clyro Primary School which run right through school from infants to juniors. They are regularly discussed with the children so they all understand what each one means and what good examples of following them and breaking them are. These are displayed in each classroom and in shared areas through the school.

We have ... **C**areful hands, feet and words

We... **L**ove learning and playing

We... recognise that **Y**esterday is in the past and we start a fresh start each day

We have... **R**espect for each other and our environment

We... **O**nly try our best, be our best and never give up!

Equal Opportunities

We acknowledge that triggers for bad behaviour can sometimes be because pupils feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all. (See Equal Opportunities policy).

Additional Learning Needs

If a pupil has Additional Learning Needs, different strategies might be employed to deal with behavioural issues. These strategies will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the pupil concerned will be placed on the Additional Needs register. If necessary, the school will liaise with support agencies at which point the pupil's status on the ALN register will be Additional Learning Provision (ALP).

Parents will be contacted when a pupil is placed on the ALN register for behavioural or any other reasons. (See ALN Policy)

Positive Behaviour Policy

This policy was reviewed by staff in November 2024 and adopted by the Governing Body of Clyro Primary School on _____.

The policy will be reviewed in November 2025.

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Signed: _____ Chair of School Council

Clyro School Promise

1. Kind hands



2. Kind feet



3. Kind words



4. Kind
heart





WHOLE SCHOOL RULES

CLYRO

WE HAVE ... **CAREFUL**
HANDS, FEET, WORDS
AND HEARTS



WE... **LOVE TO LEARN**
AND PLAY TOGETHER

CLYRO

CLYRO

WE... RECOGNISE THAT
YESTERDAY IS IN THE PAST AND
EACH DAY IS A FRESH START



CLYRO

WE HAVE... **RESPECT**
FOR EACH OTHER
AND OUR
ENVIRONMENT



WE... **ONLY TRY**
OUR BEST, BE OUR
BEST AND NEVER
GIVE UP!

CLYRO

CLYRO SCHOOL PROMISE:
KIND HANDS, KIND FEET,
KIND WORDS AND A KIND
HEART

