

Behaviour Policy



Approvals	
Approved by Governing Body	January 2025
Chair of Governors	Mrs. Carrie Hunter
Review date for Governing Body	January 2028

Our behaviour policy has been created to ensure that all members of the school community can live and work happily together in a safe, secure and supportive environment. We focus on teaching respect and dignity. This way of behaving will be promoted at all times by staff and pupils.

The school has 3 over-arching rules (Ready, Respectful, Safe), but our behaviour policy is not primarily concerned with rule enforcement. It is a way of ensuring that, by promoting good relationships and rewarding good behaviours, everyone can learn.

In Rhosddu School:

- ✓ Individuals matter; every member of the school community is valued and respected.
- ✓ Individuals respect themselves and others, and they treat each other fairly.
- ✓ Individuals can become positive, responsible and increasingly independent members of the school community.

Equality

Staff must demonstrate due regard for compliance to the Equality Act 2010 when dealing with behaviour issues and when deciding the sanctions.

Home School Agreement

This agreement sets out the expectations on school, parents and children to ensure our school community benefits everyone by supporting the aim that all members of our school community can live and work happily together in a safe, secure and supportive environment.

Rewards

At Rhosddu Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise
- recognition through assemblies

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

Sanctions

For the vast majority of our children a gentle reminder is all that is needed. Pupils who continue to make choices which are not Ready, Respectful or Safe must know that they are responsible for their choices. Staff will make it clear to the child the way in which their behaviour has been inappropriate, and link sanctions to it calmly. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Staff only intervene physically to restrain children to prevent injury to another person, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

Behaviour management begins at classroom level with a positive and proactive approach. Each class teacher discusses the school's rules with their class. Every child therefore knows the standard of behaviour that we expect in our school.

The role of the Headteacher

It is the responsibility of the headteacher 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 everyone in the school.

The headteacher is responsible for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or more serious acts of anti social behaviour the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of the parents

We understand that clear communication on behaviour issues with parents is critical. Children who struggle with their personal discipline benefit from a consistent approach at school and in the home.

Parents must take responsibility for their child's behaviour - this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child's behaviour.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but if the school's behaviour policy has been seriously breached, or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, exclusion may sometimes be necessary.

Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may 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.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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 they may make such an appeal.

The headteacher informs the LEA 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 headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the child was excluded, any representation by parents and the LEA and whether a child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Incidents of actual and threatened violence

The decision to exclude a pupil may be taken in response to:

- a) serious actual or threatened violence against another pupil or member of staff
- b) use, or threatened use, of an offensive weapon.

Drug and alcohol related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other member of staff.

The school will take very seriously misuse of any substances such as solvents (including glue) and alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished with a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be temporarily excluded. The child will not be readmitted to the school until a parent or guardian has met with the headteacher to discuss the incident. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

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

The school keeps a variety of records concerning incidents of misbehaviour; the class teacher may keep written records of such incidents, the midday supervisors report incidents verbally to the relevant member of staff who may then decide to make a written record.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The Graduated Response to Behavioural Issues at Rhosddu School:

In most instances pupils are able to adhere to the Behaviour policy. Occasionally behaviour issues arise where a child is struggling to adhere to our expectations. In those cases staff will follow this graduated response:

Stage:	Who is involved?	What is involved?
1	Class Teacher	Undesirable / inappropriate behaviour is recorded. <i>Serious or repeated incidents of behaviour that is not Ready, Respectful or Safe are recorded by the class teacher.</i> The Class Teacher will discuss the behaviour with the child, along with any sanctions.
2	Class Teacher Parent / guardian Headteacher	The Class teacher and the parents may begin a daily home/school book, or a weekly report in an effort to improve the pupil's behaviour. Additional advice may be sought from the <i>LEA's Behaviour Support Team, the Educational Social Worker or CAMHS.</i> <i>Behaviour plan is mentioned in the Class Teacher / Sanctions - it needs to be mentioned here too: The Class Teacher may work with the ALNCo and the pupil's parents to create a Behaviour Plan.</i>
3	Headteacher	The headteacher collects evidence and may use this to seek direct support from the Behaviour Support team. A Pastoral Support Programme (PSP), identifying precise and realistic behavioural targets, will be created in consultation with the relevant outside agencies, and overseen by a nominated member of staff.
4	Headteacher	The headteacher, with the support and advice of the LEA officer, reviews the actions taken so far. At this stage the appropriateness of the school placement will be considered. The chairman of the governors is informed, and a meeting with all concerned is arranged.

Pupil Specific Risk Assessment: updated for COVID-19

Name			
Date of Birth		Date of Assessment	

Hazard / Behaviour	Opinion Known O/K	Deliberate Accidental Involuntary D/A/I	Seriousness of Outcome A 1/2/3/4	Probability of Hazard B 1/2/3/4	Severity Risk Score A x B
Remaining in group					
Risk of 'splashing' cough/spit					
Following Handwashing timetable					
Social distancing of 2m					
Keeping to restriction of areas					
Keeping to restrictions of equipment					
Harm from Absconding					
Following the rules					
Following instructions					
Other					
Other					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The 'Risk of Harm' is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence likely
1	There is evidence of historic risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risk Management Plan

Name	Class	Date
------	-------	------

Potential Triggers / Key Themes

What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of School
Rep

Signature of Parent /
Carer

Date _____

Date _____