

BARKER'S LANE COMMUNITY SCHOOL

'LEARN TOGETHER'

'Let's learn to enjoy, aspire, respect and nurture together'

Good Behaviour Policy

Introduction

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us to adopt a clear, consistent code of conduct acceptable to each individual. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

Aims

At Barker's Lane we actively promote:

- Positive relationships and a safe, secure, happy environment.
- A consistent approach ensuring a sense of justice and equity.
- Encouraging children to support each other, moving forward as part of our Barker's Lane family to 'be the best they can be'.
- A positive, calm learning environment where all are expected to be considerate and respect each other; fostering a sense of mutual respect across the school community.
- Encourage independence and self-discipline to become a good citizen; understanding that it is important to demonstrate good behaviour both in and out of school.

The School Expectations of Good Behaviour

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules.

Our whole school 'Golden Rules' are:

- *Be Ready*
- *Be Respectful*
- *Keep Everyone Safe.*

At playtime and lunchtime, playground / midday supervisors promote the golden rules and the importance of good behaviour. All staff have the same expectations ensuring consistency across the school.

How Good Behaviour is Promoted at Barker's Lane

- Staff follow Pivotal Behaviour Strategies.
- Whole school rules are established; rules are referred to, taught and modelled.
- 'Pump Uchel', a raised hand used by all staff to signal – quiet lips, good looking, good listening, still hands and still feet.
- Staff model a calm, appropriate tone of voice and show warm body language.
- Staff have consistent expectations.
- Clear and consistent rewards and consequences established throughout the whole school, individual teachers also have rewards within their own classes.
- Good role models within the class are referred to; responsibility is promoted through various roles e.g. School Council, Eco-Committee, Buddies, Criw Cymraeg.
- A broad, balanced, differentiated engaging curriculum is taught.
- Emotional literacy is taught through circle time and other activities.
- Worry box in each class.
- Calm boxes and areas in school.
- Seesaw to encourage communication and shared support.

- Support / advice from outside agencies e.g. ESW, Educational Psychologist, Noddfa, Postive Behaviour Support (PBS).
- TAC (Team Achieving Change.)

Pivotal Behaviour Strategies

Positive recognition is used consistently in school to reinforce good behaviour and to promote self-esteem.

Staff create a positive 'can do' learning culture and use praise consistently.

Staff use assertive sentence starters e.g. "Thank you for.../ Diolch am..." (e.g. *listening / sitting quietly*), "**Now** we are... **Next** you can...", "**When** you have..., **Then** you can...", "I know you will..." (e.g. *help to tidy the construction area*), "I remember when you..." (e.g. *helped me tidy up / did good listening*), "I need you to..." (e.g. *sit down / do good walking / show me kind hands*.)

Rewards can be earned immediately or progress over time.

A variety of rewards and strategies are used, including:

- Verbal praise
- Stickers/stars
- Enfys
- Seren
- Pupils share work with peers/staff/headteacher
- 'Seren y Wythnos' which is a weekly celebration of achievement

Classteachers may also have individual rewards in their classroom to reinforce and promote good behaviour.

Hierarchy of Consequences

Classteachers make sure all children are aware of the rewards and consequences.

Consequences relate to the rule that has been broken. Staff will always aim to redirect behaviour, use non-verbal cues and use proximal praise to minimise any disruption.

Where this is not possible / not effective, a first warning will be given.

Step 1

Child is given first warning.

Step 2

Second warning is given.

Step 3

Consequence given e.g. possible time missed from play/withdrawal of some privileges. Wherever possible the consequence is linked to the time of day / area when or where the rule has been broken.

Step 4

Discussed with parents/carers.

Time out of class / withdrawal of privileges.

Step 5

Meeting arranged with parents/teacher/deputy headteacher or headteacher.

Non-participation in extra-curricular activities.

Restorative Conversations (linked to Step 3-5)

To ensure effective learning and teaching can take place unacceptable behaviour will always be addressed. It is of the utmost importance that children understand that it is the behaviour which is unacceptable and not them.

Staff use 1-1 intervention to address unacceptable behaviour, as follows:

- 1) Gentle, calm approach (side on side, eye level or lower.)
- 2) State behaviour that was observed and which rule/expectation/routine has been broken.

- 3) Tell the child what the consequence is. Then immediately refer to previous good behaviour/learning e.g. "I remember when you..." or "Do you remember when you..?"
- 4) Walk away. Give child time to decide what to do next. If there are comments/protest, ignore but jot down if possible and follow up later when child is calmer.
- 5) Look around and catch someone / comment on someone who is following the rules.

After 1-1 intervention, Restorative Conversations may need to take place when the pupil is calm. The adult who gave 1-1 intervention uses the following script:

- 1) What happened?
- 2) Who has been affected / who was there when you ..? / who was hurt?
- 3) How were they affected?
- 4) What needs to be done to make things right/better?
- 5) How can we do things differently in the future/next time?

This approach ensures each pupil takes responsibility for their own behaviour. The conversation ends on a positive note, with strategies for the pupil to use in the future to improve their behaviour.

Discussions with the class teacher or Headteacher are always supportive and based on strategies to help each child and others in the class – difficulties with behaviour impact on a child's own learning and the wellbeing of others.

Repeated inappropriate and/or disruptive behaviour is viewed as a serious matter by the school. At this stage parents are invited to school to agree a Targeted Universal Provision Plan (TUPP) or a Pastoral Support Plan (PSP) for the child. Continued serious misconduct may warrant temporary / fixed term exclusion from school whereby a further meeting between the Headteacher and parents would be convened as a matter of urgency.

Emotional & Behavioural Needs

In the case of children identified as having emotional and / or behavioural additional needs, the school, acting in partnership with the parents and/or carers of the child concerned, may draw up a Targeted Universal Provision Plan (TUPP), Risk Assessment and pastoral plans. The plans will detail targets for an emotional / behaviour support and improvement programme. Having emotional / behavioural additional needs does not exempt the child from consequences for unacceptable behaviour.

Responsibilities

Staff

Adults at Barker's Lane have an important responsibility to model high standards of behaviour. Staff at Barker's Lane are responsible for:

- Creating a positive, caring and organised learning environment.
- Teaching the curriculum in an engaging way, differentiated to meet the needs of all children.
- Ensuring that Universal Provision is strong to support pupils' learning and wellbeing.
- Using clear language and promoting high expectations of learning and behaviour.
- Emphasising the importance of being valued as an individual within the group by showing appreciation of the efforts and contributions of all.
- Promoting honesty and courtesy, through example.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all, regardless of age, gender, race, ability and disability.

The Headteacher supports staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. Records of all reported serious incidents of behaviour are recorded on My Concern.

Pupils

At Barker's Lane we expect each child to be well behaved, have respect for themselves, others and property. Children at Barker's Lane are expected to:

- Remember, understand and follow the Golden Rules.
- Be polite, considerate and respectful to others; speak nicely to all.
- Engage in their activities and not distract others.
- Look after their own personal belongings.
- Listen carefully and try to understand other peoples' point of view.
- Respond appropriately, without shouting out.
- Talk quietly, using partner voices.
- Keep the school clean and tidy so that it is a welcoming place to be proud of.

Parents

At Barker's Lane we value the support of families and strive to develop strong, positive home-school partnerships which will support, extend and enhance each child's learning and wellbeing. At Barker's Lane, parents are expected to:

- Talk about the Home-School Agreement with their child and adhere to this.
- Ensure their child attends school and is punctual.
- Be positive about school, learning and behaviour with the child.
- Ensure their child has the correct clothing / equipment needed, e.g. uniform, P.E kit.
- Share any problems / upset that may affect the child in school, for example, pet's death, parents separating, etc.
- Work positively with school, supporting any concerns regarding a child's learning or behaviour.

We place much value on developing supportive relationships. Regular discussions keep parents and school informed and help to maintain positive attitudes to learning and behaviour and we work with parents in a timely manner if we have concerns about a child's welfare or behaviour.

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 carrying out this policy. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Monitoring

The Headteacher and the SLT monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of unacceptable behaviour. The classteacher / staff member involved records these on behaviour monitoring logs and / or My Concern. Serious incidents of repeated unacceptable behaviour are logged on My Concern and dealt with under the Anti-Bullying policy.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

This policy was reviewed in November 2025. It will be reviewed in three years unless a necessary change is required sooner.

Signed: **on behalf of the governing body**

Date: