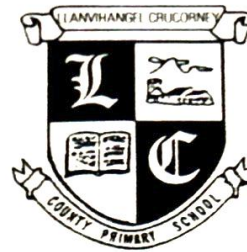
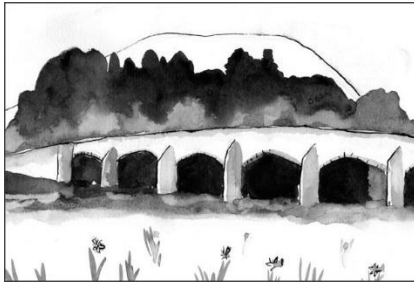


The Federation of Llanfoist Fawr and Llanvihangel Crucorney Primary Schools



Behaviour Management Policy

Agreed July 2025 to be reviewed July 2028

Signed.....S Davies..... Headteacher

Signed.....M Davies..... Chair of Governors

Behaviour Management Policy

Aims

At Llanfoist Fawr and Llanvihangel Crucorney we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed. In specific we aim to:

- Create a harmonious and effective working environment for staff and pupils at the school.
- Set the boundaries of acceptable behaviour and begin to prepare children for life beyond school.
- Provide orderly conditions in which the pupils will learn to give of their best.
- Ensure collective responsibility of pupils, teaching and non-teaching staff, and enable consistent practice at Llanfoist Fawr and Llanvihangel Crucorney.
- Ensure the safety of pupils and staff.

Rights and Responsibilities

With rights, come responsibilities and at Llanfoist Fawr and Llanvihangel Crucorney we have both!

UN Rights of the Child	Responsibilities
I have the right to learn and have a voice ...	and the responsibility to work hard, listen to others and be the best that I can.
I have the right to relax and play in a safe environment ...	and the responsibility not to bully or hurt anyone or damage anything.
I have the right to a happy and healthy life ...	and the responsibility to include everyone in my games and activities.
I have the right to be looked after, cared for and protected from harm ...	and the responsibility to be kind and gentle in my actions and words
I have the right to be loved, valued and respected ...	and the responsibility to respect and cooperate with others.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Llanfoist Fawr and Llanvihangel Crucorney the teaching and non-teaching staff shall:

- Ensure that the values, motos and its expectations are apparent in the management of the schools.

- Keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies.
- Recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school.
- Ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures.
- Be alert to equality, bullying, sexist behaviour and racial harassment including hate crime.
- Ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management.
- Make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour.

Governor Responsibilities

- To have a positive duty to promote race, disability and equality through impact assessments where necessary.
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- Ensure that staff development and performance management policies promote good quality opportunities to ensure that this policy is delivered to the highest standard.
- Monitor the effectiveness of the Behaviour Policy through the school self-review processes. These include the headteacher's reports to Governors and the work of the curriculum and school committees.
- To have a working knowledge of the Hate Crime Framework
- To be involved in exclusions and managed moves where necessary through the Disciplinary Committee.

Children's Responsibilities

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

When representing our school, we expect our children to:

- Accept responsibility for their actions and behaviour.
- Have care, consideration and respect for other children, adults and property.
- Be co-operative, collaborative and sharing.
- Be independent.
- Behave appropriately in different social contexts.
- Value their own achievements and take pride in the school.

Parental Responsibilities

When a child starts at school parents are expected to complete a One Page Profile. It is recognised that, generally, children who have supportive parents are successful and well behaved in school. In order to achieve our aims we need strong positive support from parents. We therefore expect parents to:

- Tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.
- Conform to and support the school expectations. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.
- Work with school to determine ALN needs and appropriate adjustments that the school can make to support the pupil in their behaviours in and around school.

School Charter

Pupils devised the School Charter which forms the foundations of our expectations at Llanfoist Primary and Llanvihangel Crucorney School. The Charter is talked about at the beginning of every term in whole school assemblies. Reinforcement of expectations, as appropriate, are revisited through the Health and Wellbeing and class circle time sessions. Our School Charter is:

1. Be respectful
 - Look after our school
 - Manners around the school and to each other
 - Understand each other (be a citizen of the world)
2. Be Kind / Be Happy / Be Calm
3. Have ambition – Give 100% of your best
4. Have confidence to try new things
5. Talk to someone – do not be afraid to ask for help

This Charter applies to both in school time, off site trips and residential stays in school or away from school.

Working Towards Good Behaviour

Rewards and Sanctions

It is very important that the positive aspects of praise and reward should have great emphasis. Good discipline is based upon all children knowing and respecting the set standards of behaviour. Children respond better to systems which recognise both their strengths and difficulties.

School Traffic Light System

Every class has a traffic light system designed to promote rewards and sanctions. All pupils start on green every day and pupils may move up and down the traffic light throughout the day. Silver and Gold show rewards and recognition for following the school charter and rules. Yellow and Red show sanctions for not following the School Charter and rules. Where a child moves down the traffic light staff will make every opportunity to move them back up the traffic light.

Rewards

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways:

- Teachers and support staff may offer a range of rewards ranging from verbal praise and encouragement to the use of the Federation 'traffic light system', sometimes allowing children to earn rewards for achieving what has been asked of them. Lower Phase classes also use the Dojo individual points system.
- Staff are encouraged to send children to the Headteacher for rewards for continued achievement.
- Children are nominated by their teachers for "Learner of the Week" certificates in Celebration Assembly and will receive praise and applause for outstanding good work and behaviour or helpfulness.
- School Council also recognise positive behaviours and move pupils to 'Silver' during Celebration Assemblies.
- Children are encouraged to share this achievement with their families at home.
- Pupils' work is displayed in classrooms, corridors and in the hall. The effort that staff put into the display of children's work is a clear demonstration to children of how much we value their efforts.
- Above all, adults in the school seek out opportunities to "catch children doing right" around the school and offer praise. Smiling at children is a powerful reward.

Sanctions

Children must know there are consequences for unwanted and inappropriate behaviour.

- Within the classroom, children will be given one verbal warnings if misbehaviour/ disruption occurs. If unwanted behaviours continue, children will be moved down the traffic light system and may be asked to sit elsewhere in the class, play in a different area or be given 'time out'. If a child stays in the classroom then she/he must be accompanied at all times by a teacher or Learning Support Assistant.
- Within class sanctions. These may include:
 - Moving place within the classroom
 - Miss part/whole break time
- Sent to another classroom for 'time out'
- Sent to member of the Senior Leadership Team (SLT)
- Sent to Headteacher.
- Sent to Headteacher. Parents formally informed.
- Fixed term exclusion (*see WG document Exclusion from Schools and Pupil Referral Units*)
- Involvement of Governing Body and permanent exclusion (*Managed moves may also be considered at this time*)

If the behaviour involves another child (Please refer to 'Anti Bullying Policy' for further guidance).

Parents may be informed by class teacher/SLT/HT on an informal basis at any point in the above system. We recognise that partnership with parents is vital to the success of our Behaviour Policy.

A child who constantly misbehaves at lunchtime can be excluded from school for the duration of the lunchtime break. Children who want a free school meals would have their lunch first.

A child who constantly misbehaves on school trips/ sporting events can be excluded from the whole of the school trip or certain elements of the trip e.g. the bus journey, the overnight stay. When this happens, we will work with the parents to consider these adjustments e.g. parent to transport their child or accompany them on trip.

The Local Authority has a Travel Behaviour Code and parents are expected to sign the LAs Travel Behaviour contract when utilising this service.

Strategies

Throughout the school the teachers use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- Reminding the children about the school charter and rules on a regular basis, making sure that these tell the children what to do rather than what not to do.
- Through restorative conversations ensuring the children are aware of the consequences of their actions on themselves and others; agreeing sanctions and rewards, making sure they are applied consistently.
- Using the expectations to reinforce what is expected of the children in the class whilst making reasonable adjustments for ALN needs.
- Encouraging children to take on responsibility e.g. monitors.
- Discussing behavioural issues through regular circle times and social stories to ensure that children have strategies for dealing with different situations - 'I don't like it when...', etc..
- A child should apologise for poor behaviour and understand how other feel through the restorative justice approach.
- When a sanction has been 'actioned', a fresh start is expected by pupils and given by staff.

Where appropriate teachers will follow the emotion coaching approach when discussing behavioural incidents with pupils:

- Playful – creating a warm and relaxed environment and/ or warm approach
- Liking – Showing that you like the young person, regardless of their behaviour or past interactions.
- Acceptance – Accepting negative emotion, whilst not accepting negative behaviour.
- Curiosity – Wondering out loud about how the young person may be feeling
- Empathy – showing that you care about what they are going through Empathy.

Break Supervision and Playground Behaviour

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- Playground equipment.
- Organised activities run by midday supervisors.
- Buddies and playground friends who help with playground management.

There are teachers and support assistants on the playground duty before school and each break time. A First Aider is always available.

It is the duty of the staff supervising the gates that day to see the children safely into school.

Staff should be out in the playground as soon as break begins.

Most first aid should be dealt with on the yard as a minor first aid kit is kept by the member of staff on duty. On some occasions the child may be sent to the Medical Room where the First Aider will see to the child. If the duty staff considers the accident to be serious, a child can fetch the First Aider to the playground in which case the injured child should not be moved.

Managing Difficult Behaviour

Unfortunately, some children do not conform to the expectations of behaviour or respond to the positive and negative behaviour management outlined above. In such circumstances further strategies need to be employed by the school. These will necessarily include the involvement of senior leaders of the school and parents.

Senior leaders will always be involved in more serious incidents and logs will be kept on a termly basis and sent to Monmouthshire LA. See also Anti-Bullying and Equal Opportunities policies.

Use of Reasonable Force

Staff of Llanfoist Fawr and Llanvihangel Crucorney Primary Schools recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property. In exceptional or extreme circumstances this may involve the use of reasonable force.

There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. It should be emphasised that if used at all, reasonable force/restrictive physical intervention should be seen in the context of a further positive action of care and concern. In line with Welsh Government guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first. *Full details are provided in MCC Policy on the use of Reasonable Force.*

Unacceptable Behaviour

We will not tolerate racism, bullying, offensive language or discrimination due to gender, age, ability, religion or physical disability.

Any form of violence will not be tolerated either from or towards our children and staff.

Schools have the power to search on suspicion, it is just that “ a power, not a duty”. The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy.

At times we will need to understand and possibly investigate behavioural incidents that have taken outside school. In certain circumstances the headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole. This will be a matter of judgement for the headteacher. Learners’ behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion.

Prohibited Items

This is not an exhaustive list, however it serves as examples to items that are not allowed on the school premises. The school reserves the right to add to this list at short notice should it be necessary.

- Knives and sharp items of any kind
- Illegal drugs
- Alcohol
- Cigarettes / Tobacco / cigarette papers
- Vapes
- Matches/ lighters
- Stolen items
- Pornography
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

Should a child bring any of these prohibited items to school internal and external exclusions may be considered.

Searching and Confiscation

Under common law, school staff have the power to search a pupil and their bag/ coat for any item if the pupil agrees to the search. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement to the search is informed.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, and if the pupil has agreed. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search and another staff member must be present. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is and will immediately contact the parents. At which point the parents will be asked to attend the

school and conduct the search. If the search is not completed an exclusion will be considered.

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied

Further details are outlined in the 'Safe and effective intervention – use of reasonable force and searching for weapons' March 2013 Welsh Government

Monitoring Behaviour

Where a child has significant behavioural problems it is important to keep a regular record of the nature and frequency of the incidents in order that the child's problems can be analysed and addressed. Class teachers and the Head Teacher keep a Behaviour Log to this end. Information is regularly reviewed where an issue is ongoing, otherwise on a termly basis in line with the school's monitoring, self review and evaluation timetable.

Celebrating Achievement

Success is celebrated daily within every classroom.

On a Friday we celebrate children's achievement through the presentation of 'Merit Certificates'. Award certificates are presented for effort, attitude to work or improved behaviour as well as academic achievement.

Additional Learning Needs

At Llanfoist Fawr and Llanvihangel Crucorney we recognise that some children need additional support with their behaviour. We identify these children as early as possible and provide support in the form of One Page Profiles, Individual Developmental Plans, specific targets, and working closely with the parents, Additional Learning Needs Co-ordinator and outside agencies.

Whilst we cannot be seen to condone children breaking the rules we recognise that it is necessary to modify our behaviour management strategies and make reasonable adjustments according to need.

Further information can be found in the school's ALN policy.

Exclusions

See WG Exclusions from Schools guidance.

Bullying

See Anti-Bullying policy

Attendance

The promotion of good behaviour and following the expectations of the school can only be achieved through good attendance. Children will often need to return to school after an incident and by attending is the only way we can reach a conclusion of the incident.

For more details on attendance see the Federation Attendance Policy

Review and Evaluation

The effectiveness of this policy will be monitored by the SLT and all staff will be involved in its review and improvement.

The policy will be reviewed every 3 years and any recommendations reported to the governing body for their approval.