



Penrhyn CiW School

Behaviour Policy

‘Together Stronger Learning with Confidence’

Updated		
Reviewed		
Signed:		
	Chair of the Governors	Head Teacher



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Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023



Penrhyn CiW School

Behaviour Policy

In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

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Aims

- To develop in the children a sense of self-discipline and acceptance of responsibility for their own actions
- To promote telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creating accountability
- Where pupils are encouraged to have respect for their responsibilities, laws and all forms of authority
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for our environment
- To ensure that the school is a safe environment for all pupils and staff
- Emphasis is on the positive and achieving the right disciplinary framework to maintain the positive ethos of the school. These aims are best achieved in a relaxed, pleasant atmosphere in which pupils are able to give their best, both in the classroom and out, and are encouraged and stimulated to fulfil their potential.

All pupils will have the opportunity to regularly link their experience with Values Education, PSE and Circle Time. Through Restorative Practice daily 'check-in and check-out' sessions, taking turns, listening to others, develop a sense of responsible community and enrichment activities.

Every child has a right to learn and no child has the right to disrupt the learning of others.

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour than to react to it with sanctions. The school uses Restorative approaches to deal with any negative behaviours. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak.

The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the harmer to see the impact of their behaviour but also allows the harmed person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

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Through the use of restorative practices, participants:

Develop - truth telling skills, responsibility, accountability

Learn about - real impact of actions, consequences

Are able to - make amends, show remorse, change behaviour, agree a way forward

As a school, we understand that a child's behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets and using possible involvement of outside agencies.

Rights and responsibilities

Pupils are made aware of their rights and responsibilities in school. Every new pupil is given a home school agreement and parents are made aware of the importance of talking to their children about their rights and responsibilities.

Pupils are more likely to be acknowledge their rights and responsibilities if they are clearly understood, consistently applied and seen to be reasonable and effective.

We encourage all pupils to: act with courtesy and consideration for others at all times.

This means that we:

- Respect our self, each other, staff, property and our school
- Are proud of ourselves and our school and stand up for what we believe in
- Are friendly, kind, show consideration and be cooperative
- Show tolerance towards others, respecting their views
- Are honest, trusting and hard-working
- Are polite, well-mannered and well-behaved

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- Take responsibility for our words, actions and how we make others feel (See Anti-Bullying policy)
- Make the most of our learning opportunities and not disrupt others from learning
- Use equipment safely and carefully
- Care and Share
- We will move gently and quietly around the school.
- We will be good ambassadors when representing the school.
- Use ICT and digital technology in a friendly and kind manner. We will not use digital technology to be unfriendly, unkind or uncooperative.
- Take responsibility when working online and report any issue or problem immediately

Rewards and Sanctions

For effective discipline, the emphasis should be on the positive side of encouragement and praise rather than the more negative rule of criticism and sanctions. When necessary, any criticism or sanction should always be constructive, giving reasons and advice on how to improve and explain what he/ she should be doing. Through the restorative approach, both the victim and wrongdoer look at what harm has been caused and consider a solution that might include sanctions that they themselves suggest. This allows them to take ownership of their solution making it much more likely to succeed. Staff may also be involved at this point to ensure sanctions are suitably matched to the behaviour exhibited, and the classroom Behaviour Policy.

Most instances which merit the use of restorative practice can be dealt with by the class teacher or support staff.

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Restorative Sanctions

Whatever the sanction, it is less likely to be effective if over used. The child needs to understand that it is the behaviour which is unacceptable rather than it being the pupil him/herself. With the restorative approach, pupils may suggest what they believe to be an appropriate sanction, which will be agreed with a member of staff, who will in turn ensure that it is carried out. Examples of sanctions that are used are:

- A disapproving look
- A quiet word
- A reprimand
- A change of seat
- Thinking chair (FP)
- Traffic lights
- Exclusion from class for a period but within the school building
- Year group behaviour charter
- Withdrawal of break or part of lunchtime break and to encourage them to reflect upon their behaviour.
- Loss of privileges e.g. the opportunity to represent the school is withdrawn/ school trip withdrawn
- Daily behaviour diary between home and school and/ or weekly meetings with parents
- Exclusion – following LEA procedures
- Expulsion

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Behaviour Charters

Through pupil voice, a behaviour charter has been established in the Year 1 and 2, 3 and 4 and 5 and 6 wing. Pupils along with teachers have produced a charter which links pupils' responsibilities to behaviours and their rights. They have developed consequences linked to their rights and consequences for repeated patterns of behaviour.

Classroom Organisation – maintaining discipline

Problems are normal – children will often test the boundaries of acceptable behaviour.

- Relationships are vital. If pupils are greeted with a smile and a friendly word, they are likely to respond positively. If they are aware that we are interested in them as individuals, they are more likely to have respect.
- Maintain high expectations of behaviour and work at all times
- Well prepared and stimulating lessons generate good behaviour
- Keep everyone occupied, challenged and motivated
- Work that is well differentiated will ensure all pupils have success and gain a sense of achievement
- Keep an attractive, tidy, organised room with interesting wall displays
- Insist on tidiness from the children – books and equipment to be tidied away
- Develop and encourage independence in all pupils
- Insist on care of books, equipment and furniture
- Insist on high standards of presentation in books
- Insist that the behaviour charters are followed by all pupils at all times
- Aim to head off problems before they occur. Good humour can often diffuse an awkward situation.
- Classes should not be left unattended

The organisation of activities by Buddies at playtimes assists in maintaining good discipline in the playground.

Please also refer to the School Anti-Bullying Policy document and LEA Exclusion Policy documents.

Parents and pupils have been consulted and their views have been incorporated into the review of this policy.

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Classroom Behaviour Policy



All children start a new day on the sunshine.

They will have their photo on here.



Children may move to the rain cloud if they

Are not listening or displaying silly behaviour

There will be small classroom-based consequence e.g.

Missing 5 mins of choosing time and this will be dealt with on that day

We will **not** inform you that your children is on the rain cloud.



If a child is on the thunder cloud, they have deliberately

Hurt someone on purpose or they have behaved in a way that has upset another child.

They are finding it difficult to identify they have done something wrong and need strategies to help them recognise this.

There will be a consequence and it will be dealt with on that day.

We **will** inform you that your child is on the thunder cloud and ask you to support us.



If a child is on the rainbow, they have done something which is above and beyond expectations. They may have been exceptionally kind or worked extremely hard.

There will be a reward and it will be given on that day.

We **will** inform you that your child is on the rainbow and ask you to support us.

Please let me know your thoughts. We hope that this will provide consistency and keep you inform.

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Aims

- To make sure pupils know what behaviour is expected of them and to take responsibility for their actions
- To make sure that the school is a happy, safe and secure environment for all pupils and staff, and

To make sure pupils know what the rewards are for good behaviour and what happens if they choose to do something that they shouldn't do.

-

Every child has a right to learn and no child has the right to disrupt the learning of others.

Every child has the right to feel safe and to be free from any harm.

Through the use of restorative practices, pupils:

- Tell the truth, take responsibility and be accountable
- Learn about the impact of actions and the consequences
- Apologise and show that they are sorry, change behaviour and agree a way forward.

Children have a right to an education. What does this mean? How can your learning be disrupted?

In class if someone is always shouting out

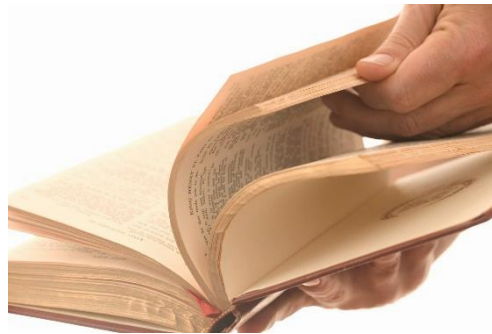
If someone is making a noise on purpose to disrupt you working

If somebody is walking around, when they should be sitting down

If somebody hurts you, or continues to annoy you

When somebody doesn't do as they are asked in class

Is someone uses bad language



We encourage all pupils to act with courtesy and consideration for others at all times. What does this mean?

Everyone is polite to one another at all times

Speak nicely to everyone, don't shout out in class, nor at other people

Listen to the teacher when they are talking

Show respect for each other

Share and care

Be kind to one another, don't hurt others

Follow instructions given by an adult

Look after school property and resources, as well as property belonging to others

Be sensible and respect the opinions of others

Make sure you don't disturb others from working

Show empathy towards others, and

Play sensibly in the playground.

Follow the school values

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What rewards do we have for good behaviour?

Examples of rewards that are used:

- Praise
- House points, small rewards, stickers, etc.
- The school's marking policy – picking out specific house points or ideas for positive comment
- A visit to another member of staff for commendation
- A visit to the Head Teacher
- Lovely positive comments in reports
- Events such as visit to park—pupil led activities
- Afternoon Tea with the head teacher.

What happens if behavior is not as it should be?

It is the behavior which is unacceptable rather than it being the pupil. With the restorative approach, pupils may suggest what they believe to be an appropriate sanction, which will be agreed with a member of staff, who will in turn ensure that it is carried out.

- Exclusion from class for a period, but Daily behavior diary between home and school and/or weekly meetings with parents

- A behavior plan drawn up with yourself and your parents. External referral and support

- Exclusion – this could be for a short time, e.g. a day or for longer if very serious

Expulsion – you can no longer come to this school.

Behavior Charters – through pupil voice. Behavior charters are drawn up each year which links responsibilities to behaviors and pupils' rights.

If you need help with your behavior, speak to an adult, we are here to help you do your best!

Penrhyn Church in Wales School

Learners' Behaviour Policy



Penrhyn School is a **Rights Respecting School**. We put the United Nations Convention on the Rights of the Child (**UNCRC**) at the heart of our school's planning, policies, practice and ethos. This policy relates to the above articles:

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