Ysgol Bro Carmel
Behaviour Policy 2024 – 2025

Date Adopted: Autumn 2024
Date of Review: Autumn 2025
Committee: FGB

1. Introduction
   This policy was drawn up with our specific catchment's context in mind. It is cohesive and impacts upon all other policies. Our policy is school specific and has been written in consultation with all key staff who support children's behaviour in school. It is highlighted in assemblies at key points in the year as appropriate.

2. Aims and Objectives
   - Acceptance of the child as s/he is now, not as we expect her/him to be later. 'As you are right now, you are fine. Now let us learn and grow together.'
   - Provide a calm and safe environment in which all children can realise their full potential.
   - Respect and be kind and thoughtful toward one another.
   - Encourage everyone to realise the importance of codes in school and understand that throughout their lives there will be codes of conduct that will need to be adhered to.
   - Help pupils, staff and parents to have a sense of direction and a feeling of common purpose.
   - Encourage everyone to contribute towards and feel involved in the smooth running of the school.
   - Employ a consistent approach to behaviour throughout the school with parental cooperation and involvement. It is important that there is uniformity of approach in maintaining good behaviour in school and also at home.
   - Encourage independence and self-discipline, and teach children to accept responsibility for their own behaviour.
   - Raise the awareness of the importance of behaving well.

3. Core Principles
   - Plan for good behaviour.
   - Work using the 4Cs framework- Code, choice, consequence, consistency.
   - Separate the behaviour (unacceptable) from the child.
   - Use the language of choice
   - Keep the focus on primary behaviours
   - Actively build trust and rapport
   - Model the behaviour you want to see
   - Always follow up on issues that count
   - Work to repair and restore relationships
   - *The vehicle for good behaviour is the school and extended curriculum*

4. Plan for Good Behaviour
- Balance correction with encouragement
- Establish consistent consequences and teach them to the children
- Use the language of choice to teach and emphasise responsibility for behaviour
- Plan your language and be positive and motivational
- Plan alternatives to confrontation
- Know how to get help when necessary

The 4Cs Framework

Code
We believe all children and adults have
- The right to learn without disruption
- The right to feel safe (physically and emotionally)
- The right to respect and dignity
- The teacher has the right to teach

We have developed a whole school code of conduct- this has arisen from the children. It is simple, accessible and understood by all. Our code is displayed on yellow and blue paper and can be seen in every classroom and in and around the school building.
The language used in our code focuses on the positive. It is something that we keep (like a promise), not a list of don'ts and rules.
The code should be referred to little and often.
If an aspect of the code has been 'broken' by a child, they should be encouraged to identify which part they gave broken. How can they mend it?
In addition the code can form a part of role play and discussion in order to ensure good depth of understanding.

The Class Code
Each class will at the beginning of each year 'negotiate' ground rules. This is a class code. The children with the help of their teacher will decide what codes are needed in the class to make a happy and hardworking classroom.
We hope that the code, as far as possible will be positive and not a list of don'ts.
Once the code has been agreed each child will be expected to abide by them and they will be displayed in the classroom for the children to see. When a child breaks the code they will be reminded of the agreement that they made.

Purpose of Class Code:
- Establish a code of behaviour
- Help children take responsibility for their behaviour
- Help create a secure environment where children can learn and be happy.

For this to happen we must
- Actively teach the code

- Acknowledge and encourage children when they have made a greater effort or got it right eg Good choice! Thanks for remembering our keep the classroom tidy rule everyone.

Choice

We believe that children and adults have
- The responsibility for their own behaviour
- The responsibility to care for themselves
- The responsibility to care for others
- The responsibility to respect property

We must equip the children to become responsible for their own behaviour. Working with the language of choice the children will soon learn that good choices that are helpful to them and socially appropriate are rewarded with smiles etc. Poor choices are followed with a consequence.

We need to connect personal responsibility to the enjoyment of rights. 'Just as you enjoy the right to feel safe, you must take the responsibility to behave in such a way so that others can feel safe too.'

Using the language of choice

- Gives the children confidence by giving them responsibility
- Regards mistakes as a normal part of learning
- Removes the struggle for power
- Has a positive emphasis

Using the language of choice, we use a three stage approach to undesirable or unacceptable behaviour. This approach is known and used by all throughout the extended school day.

1. Reminder
What is / this is what you are doing that is unacceptable, you need to make the right choice and do this……..What choice do you need to make to put it right?
2. Warning
We have already spoken about…………..unless you make the right choice then…..

3. Consequence
You have already been reminded about……….. I am sorry to see that you have not been able to make the right choice. Because of this……. (consequence).

Consequence

Before any action or sanction we will give our response as outlined above unless the behaviour is endangering the child or others.

It is vital that the consequence matches the unacceptable behaviour in terms of appropriateness.

We have at our disposal a number of sanctions that can be applied. It will always be up to the professional discretion of a member of staff to ensure that this is appropriate.
This list is not intended to be exhaustive.

In the Foundation Phase:
- Time out from the activity
- Time out outside the classroom (in view of an adult)
- Miss out on the whole activity
- Send to Foundation Phase Manager
- Send to Headteacher
- Inform parents

In KS2
- Move within the classroom
- Time out outside the classroom/ to another classroom
- Send to Deputy Head/Miss break
- Send to Headteacher
- Loss of privilege e.g. school trip, disco, sleepover
- Inform parents

Behaviour:
Child's behaviour is irritating, calling out; interrupting teachers and other pupils; silly noises; talking when asked not to; pushing in line
Response:
Tactically ignore or by giving the child a choice- " you can either stop making that noise or move to a seat on your own" In this way the child is choosing their own way forward (YOYOB You own your own behaviour).

Behaviour:
Child is not working or responding to teachers request to work; being more disruptive deliberately causing a disturbance; dawdling; accidental damage through carelessness; annoying other children; general refusal to do anything; minor challenges to authority.
Response:
Continue with choice of consequences of bad behaviour. Separation from rest of class/ group, write/ say apology, child to stand/ sit away from class, loss of playtime (teacher to speak to child about behaviour), complete unfinished work during playtime (child's

own time is removed as consequence for wasting learning time),time out of classroom. Informal discussion with parent, and involvement with senior staff/ deputy head. Introduce 3 Ws - What did you do? What code did you break? What are you going to do to fix it? Ask child to write out answers after giving verbally acceptable answers.

Behaviour: Deliberately throwing objects with intention of breaking them; harming someone; damaging school/ personal property; leaving class without permission; repeated refusal to do set tasks; continual challenges to authority; harmful and offensive name calling; bullying etc
Response: Exclusion from class 'within school', working in another class
 (same or different key stage,; formal letter from class teacher to parent; headteacher involvement; possible lunchtime exclusion; part time schooling. This may also lead to involvement of ALNCO and placing on SEN register.

Behaviour: Repeatedly leaving the classroom without permission; fighting; intentional physical harm to other children; serious challenge to authority; verbal abuse to staff; swearing; vandalism; stealing; persistent bullying; defiance to conform to school behaviour policy.
Response: Immediate involvement of Head, telephone parents, child removed from class and if possible sent home. Meet parents, possible fixed term exclusion etc. Involvement of outside agencies: behaviour, social services, peer mediation etc

Behaviour: Extreme danger or violence. Very serious challenge to authority; verbal/ physical abuse to pupil or staff; running out of school: defiance to conform to school behaviour policy.
Response: fixed term exclusion; or permanent exclusion may be considered. It is imperative that if someone else's (senior member of staff, deputy or head) authority is sought before one gives a response.

We have a zero tolerance policy towards violence. Where the behaviour of a pupil results in the hospitalisation or serious injury of another pupil or staff member, the perpetrator will be permanently excluded.

Consistency

All staff involved with the children at Bro Carmel must have knowledge and ownership of the behaviour policy. The moment that a member of staff ignores unwanted behaviour or responds in a way that is not in line with policy, then it is instantly less effective.   Consistency is the key to success.

Parent responsibilities are to:
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school

- Foster good relationships with the school
- Support the school in the implementation of this policy
- Be aware of the school code and expectations (prospectus)

Building a Positive Social Climate

Separate the inappropriate behaviour from the child
- Make the behaviour unacceptable, not the child
- Make the behaviour wrong allows for changing to better behaviour
- Linking poor behaviour to a child's identity or personality inhibits positive change
- Linking good behaviour to a child's identity builds self esteem

Keep the focus on primary behaviours
- Primary behaviours occur first and are generally what trigger a response from the adult
- Secondary behaviours (verbal and non-verbal) are used to make the child feel better
- Reacting to secondary behaviours with frustration makes things worse
- Keeping the focus on primary behaviours emphasises choice and Responsibility

Actively build trust and rapport
- Some children have a deficit of trust when it come to adults
- Positive relationships are at the heart of everything you do
- Rapport involves entering the children's world
- Establishing rapport supports the notion of professional nurture
- People achieve far more when they are confident and trusting
- Having trust and confidence encourages you to take risks

Model the behaviour that you want to see
- To a child you are the model of legitimate behaviour within the school gates
- Resolving conflict calmly is one of the most important behaviours to model
- Calmness, predictability and certainty are key skills to model
- Being a good listener and giving a right of reply is a powerful skill

Always follow up on issues that count
- Always follow up on children's choice with the consequences
- Following up show that you care and that what you say is important
- Be positive about the future behaviour when following up
- Keep the focus on the behaviour not the personality

Work to repair and restore relationships
- Catching them being good afterwards allows them a way back
- Remember that children may still be stressed or resentful

- Be prepared to allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will flounder.

Attachment Aware

As an Attachment Aware school, we aim to provide for the emotional development of individuals who demonstrate Developmental Trauma and Loss by:

Recognising the needs of the individual

Providing relational support matched to developmental trauma attachment style

Demonstrating an informed understanding through a calm, considered approach

Adapting the curriculum and environment, where possible to meet their needs

Creating the learning climate by building positive relationships

Actively Build Rapport

The process of getting to know people.   It involves social interaction that may not directly pertain to the taught curriculum.   Sharing of and showing and interest and an understanding of the child's world is essential. It happens in simple ways through learning names, greeting children in the corridor for example.

Catch them being good

Build upon assets and strengths; recognise effort and improvement; focus on assets, contributions and appreciations; acknowledge the deed rather than the doer, one of the keys to teaching and learning, giving feedback and encouragement for doing things well is crucial. Thanking children after following instructions after an activity is a powerful way of helping them make better choices about their behaviour. Always let them know what your comment is for "well done that group I see everyone sitting up, arms folded and looking at me." Because it tells them specifically what behaviours they can repeat to gain further appreciation.

We will encourage the children step by step for their efforts and for little improvements, the effort, the contributions and acknowledge the effect and the difficulty in what a child does by making personal statements:

'I like……. I appreciate…'
Showing confidence in the child's ability
Focusing on the difficulties of the task the child has done.
Noticing improvement and effort.
Keeping a lookout for contributions.
Emphasising the good effects of what the child did.

Use the language of choice
As it gives feedback to children about the choices they are making, letting them know whether they are good or bad choices.

'Susie the instruction is two at a table. I'd like you to choose to do that now- thanks'
'Sian, if you choose not to finish your work now, you'll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.'
'I like the colours you've used, Lee. Great choice!'

Encouragements and Incentives
Social encouragement: giving your attention to the child, making eye contact, a smile, a thumbs up, give themselves a pat on the back, celebration of achievement and success.

Whole school strategies to creating a positive learning and thinking climate
As part of their personal, social education, RE, collective worship and through the opportunities of the curriculum children will be encourage to take responsibility for their own behaviour and to gain an understanding and tolerance of the needs of others.

Monitoring, Review and Analysis
The Headteacher reports to the Governing body three times a year. These reports highlight positive aspects of behaviour eg reports from visitors, people outside school, as well as information regarding exclusions.

Nursery GEMS
For positive behaviour management

Unwanted behaviour
Get child's attention
Explain unwanted behaviour
Model appropriate behaviour
Show me

Unable to achieve activity / task
Get child's attention
Empathise and encourage
Model activity or task
Show me

Don't forget to 'catch them being good.'
A calm approach is always the best approach