Rhosymedre Community Primary School
Behaviour Management Policy

This document is a statement of the aims, principles and procedures at Rhosymedre Community Primary School.

This policy will be reviewed in accordance with the School Improvement Plan.

Sarah Hughes-Williams August 2026

Signed…….. (Head teacher)

Date…….

Signed……. (Chair of Governors)

Introduction

Our school motto is 'Respect, Care, Persevere and Succeed' this motto in itself embodies the beliefs of our school and expectations for our pupils. We encourage, enable and promote opportunities for pupils to become good citizens, who have the skills to choose the correct social behaviours, throughout their lives. Excellent behaviour is expected and encouraged at the school at all times by all children, staff and members of the wider school community. All adults are expected to act as positive role models at all times to continually emphasise the importance of good and positive conduct. It is through the positive conduct of adult role models and fair and consistent application of a behaviour system that our children will acquire the desired attitudes to self-regulation of behaviour.

At Rhosymedre all staff are responsible at all times for the implementation of this policy. The policy must be consistently applied by all at the school to maximise our children's opportunities to learn and develop new skills in a happy, safe and nurturing environment.

At Rhosymedre, we believe that the good relationships that exist between staff and pupils, both in and out of the classroom, must be conducive to learning and to the social and personal development of pupils. Good communication with parents and the school helps to create a positive atmosphere in which children learn effectively, develop and flourish. We believe that all children at Rhosymedre should be able to come to school, to work in school and to enjoy playtimes and lunchtimes in a happy and caring atmosphere. To enable this to happen we expect every child to be thoughtful and caring about others, to accept personal responsibility for their own behaviour and to acknowledge the authority within the school. We work closely with our parents to support us in carrying this out. We believe that a positive and structured approach to the management of behaviour will enable children to learn and teachers to teach. If rules are broken or behaviour is unsatisfactory there are well defined procedures, as outlined in the policy, for dealing with such problems and these are made known to parents. As often as necessary, staff and pupils will re-visit aspects of the school behaviour policy. All members of the school community, including parents and governors, will be invited to give feedback. Upon joining Rhosymedre, parents will be asked to sign a home-school agreement which outlines the responsibilities of parents and school.

Aims

- A primary aim of our school is that every member of the school community feels valued and respected. The behaviour policy is therefore designed to ensure that all children are treated fairly and consistently.
- To support the way in which all members of the school can work together to enable children to become positive, responsible and increasingly independent members of the school community.
- To create a positive learning environment that is based on care, co-operation, consideration and trust.
- To encourage children to develop the skill of learning to make positive choices about their own behaviour.
- To celebrate and reinforce positive behaviour to build confidence and self-esteem.
- To develop the children's understanding of what it means to be a responsible and respectful citizen in our community.
- To ensure that all members of our community feel safe and supported and are not affected by any issues related to bullying.

School Rules

Our Golden school rules have been agreed with the children and have been formulated with their safety, well-being and above all, understanding, in mind.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Encouraging Good Behaviour

Good behaviour is encouraged through a range of incentives:

- The primary incentive is the recognition of any good or outstanding behaviour. We believe that our children want to behave well and to succeed and that by telling that they are doing so they will want to achieve more.
- Praise and encouragement. Whenever positive behaviour is observed it should be recognised e.g. a word of praise, smile, thanks. Children will be reminded that they are showing others the correct way to behave in relation to a specific rule.
- Rewards. Children may be rewarded with stickers, house points, prizes or certificates. Our teachers will often adopt reward systems that have an incentive for a class or pupils that is individual to their interests for example a reward of computer time, football tokens or time out of class doing a chosen activity. These have always proven successful.
- Children will be sent to the Headteacher or a member of the senior management team to be praised for positive behaviour.
- Each Friday two children will be awarded a Headteacher's certificate or a positive contribution to the school during our celebration assembly. Pupils names are put in our 'Celebration Book' during the week for positive behaviours or work they have demonstrated and these pupils are celebrated at our Celebration Assembly on a Friday.
- Privilege time. Children will be rewarded for ongoing efforts to maintain standards of behaviour throughout the week with time on a Friday for a chosen activity in Golden Time. The Golden Ladder is displayed in each class and all children begin the week with 30 minutes and then may lose time through the week. The aim is that all children have the full 30 minutes at the end of the week and we support children to change behaviours or support them to earn their privilege time back. Activities will include, card making, knitting, jewellery making, dodge ball, board games, outdoor games or time in our Rainbow Room. The aim is to encourage the children to regulate their own behaviour to keep as much time as possible to gain the maximum possible reward for positive actions.
- We believe in supporting our pupils in every aspect of their life and encourage them to discuss worries they may have that occur in school or at home and we feel that this then encourages good behaviour from our pupils as they have an outlet of support from us and this then diffuses worry or anger they may come into school with which could then escalate into an incident within school.
- Collective ethos – My behaviour matters!
- Staff model the expectations and demonstrate strategies.

- Staff use restorative practices.
- Whole school rules are established; rules are referred to, taught and modelled.
- Strategies including Hands in the air, countdown and agreed signals reduce the use of teacher voices.
- Staff model a calm, appropriate tone of voice and show warm body language.
- Clear and consistent rewards and consequences established throughout the whole school, each class determine rewards.
- Good role models within the class are referred to; responsibility is promoted through various roles e.g. School Council, Eco-Committee, Behaviour Council, Super Ambassador and Criw Cymraeg.
- A broad, balanced, differentiated, creative and engaging curriculum is taught.
- Emotional literacy is taught through circle time, SAP, Friends for Life and Kids Skills.
- Worry box in each class.
- Calm boxes in school.
- Home / School books and reward charts to encourage communication and shared support.
- Support / advice from outside agencies e.g. ESW, Educational Psychologist.
- TAC (Team Achieving Change.)

Sanctions

Children need to know where the boundaries of acceptable behaviour lie within the school and the wider community. Boundaries need to be consistent, firm, clear and understood. Children are always made aware of their own actions and that breaking school rules will lead to consequences.

We adopt restorative practice within our school where following an incident between pupils we ask the children in turn ‘What happened?’ ‘How did they feel about the incident and how they think the other pupil would have felt?’ pupils are then asked what they would do differently next time. This form of questioning helps to diffuse situations before they escalate.

We use the card system as a visual indicator for all pupils on their behaviour. All children’s names remain on the green ‘cool’ card. First warning the children’s names will be moved to yellow then if the behaviours continue the will move to a red. This card will say ‘Go to Mrs Pennington’ note that when Mrs Pennington is unavailable the children must be sent to Mrs Hughes-Williams, and if also unavailable to Miss Davies. We aim to use the red card as infrequently as possible using distraction techniques widely used by all staff.

The card system is displayed prominently in all classrooms.



We encourage our pupils to use what we refer to as 'Safe Spaces' around our school for example our Rainbow Room, outdoor area or the library. These are agreed spaces for some identified pupils in our school according to their need. There is an understanding between these pupils, Teachers and the Senior Management Team that pupils are to use these spaces when they feel that a situation they are in may escalate to prevent the pupil from letting the situation get worse. We encourage our pupils to walk away from situations that can get out of their control and give them space and time to reflect before we then bring all parties together to talk through what happened. Adults are always aware of where these pupils are when they are in their 'safe space', we do not encourage staff to engage straight away with the pupil as they are showing us they need space. We always ensure that the pupils are safe in this space whilst maintaining a distance that the pupils need to help them. We use the Rainbow Room as a space where we bring parties together to discuss incidents. Teachers and TA's will resolve these situations with pupils and will inform Senior Management Staff of the incident after unless it is deemed appropriate to involve Senior Management Team directly and this depends on the individual pupil and how often they may be involved with incidents. We fundamentally believe in knowing our pupils well so we are able to deal with these affectively according to their need.

Restorative Conversations

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 sanction 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 Practice 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 an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP) for the child. Continued **serious misconduct** may warrant temporary exclusion from school whereby a further meeting between the Headteacher and parents would be convened as

a matter of urgency.

More Serious Incidents

More serious incidents (not listening repeatedly, continual name calling, threats, minor damage to items which is not totally intentional, aggravation), the child would normally be sent to the Headteacher or other senior member of staff for any serious incidents.

If the loss of privilege time is frequent, or indeed all privilege time is lost within a week senior management will be informed. Parents are informed when more serious sanctions are applied as appropriate, where the withdrawal of privilege time has not been enough, such as missing play times or missing events that do not form an essential part of the curriculum. During this time additional, purposeful work may be assigned to a child.

If problems are persistent or recurring, normal sanctions/rewards systems will be considered to be inappropriate and so parents will be invited to discuss matters at school. Children may be placed on daily report, or a home schoolbook. The children will know that home and school are working together and that their behaviour is considered serious enough to warrant significant attention. The effectiveness of this process will be reviewed regularly.

The class teacher will establish an Individual Education [Behaviour] Programme. Should the situation fail to improve after these steps pupils may be placed on internal exclusion where they attend school fully but have controlled contact with other children and miss playtimes for a fixed period.

As a last resort the school may invoke fixed term exclusion. The chair of governors and the LEA will be informed and the right to appeal is always given to parents. The school will follow Welsh Assembly guidelines with regard to any exclusions. (circular no1/2004 Exclusion from schools and PRU's and amendments). The school will also take guidance from the education authority.

Major breaches of discipline resulting in exclusion, may include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class, particularly if the pupil does not show remorse or take responsibility. However, each incident will be assessed individually and after consultation with staff and witnesses. Such incidents will be recorded on the appropriate documentation, including informing parents. In the event of a very serious incident the normal sequence of procedures may be abandoned or accelerated as appropriate.

Emotional & Behavioural Additional 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, will draw up Individual Risk Assessments and Positive Handling Plans where necessary. The plans will detail targets for an emotional / behaviour support and improvement programme. Having emotional / behavioural additional needs does not exempt the child from sanctions for unacceptable behaviour.

My Happy Mind

As a whole school we follow the 'My Happy Mind' programme, an initiative that is NHS backed and was brought into all schools within Wrexham in the academic year of 2023-2024. We follow the

programme through the whole school and believe the principles behind it fully support our behaviour management.

The My Happy Mind programme is underpinned by 5 key philosophies 2 of which specifically support tour approach to the management of behaviour in school.

"Proactive not reactive

Mental health activity is often focused on supporting individuals when they face challenges. Whilst this is critical, we believe that it's also important to support individuals in building their resilience and self-esteem proactively. Prevention is at the heart of what we do.

Stigma reversing

Ensuring that individuals understand the science behind how their brains work and how to impact their self-esteem and resilience is at the heart of what we do. When people get the why, they take action."

We believe that the basis of children understanding the science behind their reactions to situations gives them ownership and more control over how they react and an increased ability to be able to resolve conflict through the principles of Restorative Practice.

Regulation Framework

As a whole school we also use the principles behind the regulation framework tools. The three framework elements are of Interaction, Regulation and Safety. Developing our pupils emotional literacy using their whole body. Understanding that even though our children may not be able to name an emotion doesn't mean they don't feel it. The children are given experiences where they can identify a sensation in their body and when they have experienced this. This then gives us an important tool to support the pupil to understand how and why they may react in some situations. This also gives the adults an insight into why the pupil may behave the way they do in some circumstances and then making a plan to support them in regulating their behaviour as we will be more able to see when they are going to become dysregulated.

The principles of this have also supported us as a school to identify early on children who have difficulty with behaviour and trauma responses, the tools provide us with a way of piecing together observations and evidence to support the pupils further development.

The language around the framework is also an important part of the language used within school that adults and children are able to use and meaning we have a cohesive understanding of why and when pupils may be regulated and dysregulated. We are also aware by using the observation tools that children may appear to others to be regulated but this can appear differently in every child so this is when it is vital for the staff to have a sound understanding and relationship of the pupils we work with.

Responsibilities

Staff

Staff at Rhosymedre are crucial in modelling high standards of behaviour. They endeavour to:

- Creating a positive, caring and organised learning environment.
- Teaching the curriculum in an engaging way, differentiated to meet the needs of all children.
- Using clear language and promote 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. The Headteacher keeps records of all reported serious incidents of misbehaviour.

Pupils

At Rhosymedre we expect each child to be well behaved, have respect for themselves, others and property. Pupils at Rhosymedre 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.

Role of the Coordinator

- To take the lead in policy.
- To formulate an action plan if required.
- To support colleagues in their development of work plans.
- Monitor behaviour through the school with the support of senior leaders.
- To ensure that positive behaviour is promoted through the school and all staff have similar. expectations of pupils but also understanding that our pupils are individuals and expectations can be different.
- To ensure that staff are using the systems to promote positive behaviour accurately and consistently at all times.

Parents

At Rhosymedre we value the support of families and strive to develop effective home-school partnerships which will support, extend and enhance each child's learning. At Rhosymedre, 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, shoes, 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 immediately 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, Deputy Headteacher and BED Resourced Provision Manager 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 in the class incident books. The Headteacher record those serious incidents of repeated unacceptable behaviour.
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.

Staff Development

The school is committed to ongoing staff development. Following the regular identification of needs on a whole school and individual teacher basis, staff development is also addressed in the following ways –

- Day to day practical support for all teachers from the school senior leaders
- Support and advice is shared regularly between staff at staff meetings or during INSET
- Positive handling Training to all staff