



Policy:	Behaviour and Relationships Policy (V1.2) (‘Pupil Discipline including anti-bullying’)
Date Ratified:	19/5/22 Amended 11/09/24
Signature: (Chair of Governors)	
Signature: (Headteacher)	
Shared with staff?	Yes (See staff meeting minutes)
Review Date:	May 2025

Magor CIW Primary – Behaviour and Relationships Policy

Ethos Statement

Church in Wales schools are designated through the Religious Character of Schools (Designation Procedure) as having a religious character. The following ethos statement has been adopted in all Church-in-Wales schools:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Introduction

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this. Developing behaviour for learning is an integral part of teaching and learning.

We believe that in order to develop positive behaviour and self-management skills the emphasis should be on pupils making the right choices and taking personal responsibility. A pupil understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential. The school understands that behaviour in classrooms and across the whole school does not occur in isolation. As a whole school we will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour:

- **Relationship with self:** a pupil who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present 'unwanted behaviours'.
- **Relationship with others:** behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in the school/settings) as it is by factors internal to the child.
- **Relationship with the curriculum:** pupil behaviour and the curriculum are learning are inextricably linked.

We encourage good behaviour by:

- creating an environment in which all pupils, regardless of ability and aptitude, are encouraged to develop acceptable modes of behaviour;
- promoting the self-esteem and well-being of all pupils and members of staff and ensuring their safety;

- teaching pupils to have self-control and to take responsibility and be accountable for their actions;
- teaching pupils to develop and demonstrate a positive, respectful attitude when dealing with others;
- teaching and modelling the Christian values.

Aims

This policy will provide a fair, consistent and constructive framework for rewarding pupils; challenging negative behaviour; ensuring good attendance and clarifying the roles and responsibilities of all members of staff, pupils and parents/carers.

- to maintain a consistent approach to positive behaviour management;
- to praise and reward good behaviour, motivation and success in a climate of equal opportunity;
- to ensure that appropriate sanctions are in place for pupils who break the School Charter;
- to help pupils who need additional support to keep the School Charter

The Rights and Responsibilities of the school, pupils and parents in ensuring an orderly climate for learning

We believe that the school, its pupils and their parents have equal rights to expect appropriate behaviour in school and equal responsibilities to ensure it. This leads to a set of expectations from each party:

Pupils are expected to:

- respect and obey the School Charter, and accept sanctions in an appropriate way.
- show respect to school staff, other pupils, school property and environment at all times.
- follow reasonable instructions from school staff.
- ask adults for help when there is a problem.
- look after their own and others' belongings and not bring inappropriate items into school.
- use a suitable classroom voice and behaviour which allows others to learn without disruption.
- walk quietly and calmly in school.
- listen carefully to others without interrupting.
- act as positive representatives of the school when off school premises.

Staff are expected to:

- provide teaching environments that are safe, conducive to learning and free from disruption.
- listen to pupils and treat them with respect.
- reinforce the school charter through positive praise and appropriate reward.
- enforce the school's behaviour policy and take appropriate action to tackle any incident of violence, threatening behaviour, abuse, discrimination or harassment.
- apply firm and consistent approaches for behaviour management.

- apply sanctions fairly, consistently and proportionately, taking account of pupils' individual needs.
- work in partnership with parents and carers

Parents/carers are expected to:

- make sure their child attends school regularly and punctually.
- make sure their child is dressed appropriately for school and has any necessary equipment.
- discuss the school charter with their child.
- reinforce acceptable behaviour, manners and respect for others.
- respect the school's behaviour policy and the disciplinary authority of the school staff.
- talk to their child about their behaviour.
- listen to their child's point of view whilst also considering the other side.
- make the school aware of any factors which may affect their child's behaviour patterns.
- talk to their child's teacher if they are concerned about a behaviour issue.
- talk to their child's teacher if the school is concerned about a behaviour issue.
- sign the Home/School agreement.

Whole School Rules

- Always try your best.
- Be ready to learn.
- Keep hands, feet and unkind words to yourself.
- Take care of our equipment, our school and each other.
- Follow instructions 1st time, every time.

In addition, each class teacher may have a class charter written in consultation with their pupils. This charter is clearly displayed in the classroom.

Celebrating and Encouraging Good Behaviour

All members of staff use verbal praise and encouragement frequently to all pupils as a means of positive reinforcement and to highlight examples of good behaviour. Appropriate behaviour is further encouraged through a system of positive rewards and incentives which is accessible to all pupils.

1. Dojo Points are given as a reward for demonstrating behaviours of the school charter or Christian Values. Any member of teaching and non-teaching staff may award a Dojo Point. Pupils are told explicitly what behaviour/value is being rewarded
2. Class teachers may use a further range of 'in class' strategies to promote appropriate behaviour. These may vary depending on the specific needs of each class and are changed regularly to maintain pupils' interest and motivation.
3. Dojo certificates are awarded for pupils once they reach the 10 / 25 / 50 / 100 / 150 / 200 / 250 points.

4. Pupils may be sent to members of SLT for consistent exemplary behaviour.

Exemplary behaviour – a child who always maintains an exceptionally cooperative and positive attitude towards school rules, adults and fellow pupils and provides an outstanding role model for other pupils.

Dealing with inappropriate behaviour

Staff investigate all incidents of inappropriate behaviour and the pupil or pupils involved are given the opportunity to explain their actions and take responsibility for them. Staff show respect for each pupil and communicate clearly that it is the behaviour which is unacceptable, not the pupil. Sanctions are applied consistently and fairly in accordance with the policy but with a degree of flexibility to take account of individual circumstances.

Sanctions are applied for three main purposes.

- To make the pupil aware that the behaviour was unacceptable.
- To deter the pupil from repeating the behaviour.
- To signal to other pupils that the behaviour was unacceptable and to deter them from it.

The school has a five-stage approach to imposing sanctions. The scale of sanctions allows for a reasonable and proportionate response to the behaviour. The sanction imposed must be the most appropriate one for the situation and behaviour.

Incidents of racial abuse are dealt with in line with the separate racial abuse policy.

A record will be kept one Edukey of phone calls home.

Examples of Acceptable behaviours

Good presentation
Kindness
On task behaviour
Appropriate noise level
Good manners

Examples of Non-acceptable Behaviours in class

Shouting out
Leaving their seat at in appropriate times
Inappropriate physical contact
Answering back

Examples of Non-acceptable Behaviours out of class

Running in corridors
Talking at inappropriate times
Being in the wrong place at the wrong time! (eg toilets)
Not joining in

Restorative Approach

We believe Restorative Approaches are a fundamental component in helping our young people resolve conflict, build social and communication skills and develop core values such as empathy, responsibility and truth telling.

Restorative approaches are based on four key features:

- Respect – everyone listens to other opinions and value them
- Responsibility – taking responsibility for your own actions
- Repair - develop skills to identify solutions that repair harm
- Reintegration – working through a structured supported process that aims to reintegrate pupils back into the classroom.

Restorative conversations are an opportunity to discuss behaviour, not the child's character. They provide a platform to build relationships that change and improve behaviour for the long term.

Questions asked in an informal corridor conversation include:

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do next time?

Individual Circumstances

There are a number of reasons why some pupils may behave inappropriately. In each case, the behaviour policy may need to be implemented in such a way as to meet those individual needs.

Differentiation of the behaviour policy is as important as differentiation of curriculum areas. Staff, pupils and parents should all be aware that from time to time pupils may be treated differently because they have additional needs.

1. Pupils who do not have the cognitive, physical or social and emotional competences necessary to understand and follow the school charter.

The school will:

- Establish reasonable expectations about the pupil's ability to understand and follow rules.
- Identify any areas of the behaviour policy that are likely to cause difficulty.
- Provide appropriate teaching of behaviours.

2. Pupils, who have the necessary understanding and competences to follow school rules, but choose not to because alternative choices offer better rewards.

The school will:

- Apply expectations and reinforce choices in ways that avoid emotional confrontation.
- Modify consequences, positive and negative, to make it more effective for an individual pupil.
- Involve the pupil in identifying suitable rewards and sanctions that are important to them.
- Agree an individual behaviour contract which, although possibly different to the overall school policy, will still be applied in a consistent and predictable way by all staff.
- Provide appropriate teaching of behaviours.

3. Pupils who have the necessary competences and correct incentives, but are experiencing stress so that they are temporarily unable to make rational behaviour choices.

The school will:

- Establish systems, in discussion with the pupil, to detect their distress and provide safe havens.
- Liaise with parents and carers to ensure the child's needs are being met.
- Involve the pupil in identifying suitable rewards and sanctions that are important to them.
- Modify consequences only if appropriate. It may be more beneficial for the pupil if general policy is adhered to; however, the pupil must be assured that adults understand their feelings and personal circumstances and are concerned for their welfare.
- Consider implementing a 'buddy' system to provide peer support.

Adverse Childhood Experiences

We are ACE Aware. ACES are Adverse Childhood Experiences. These are:

1. Verbal abuse,
2. Physical abuse,
3. Sexual abuse,
4. Parental separation,
5. Domestic violence,
6. Mental illness,
7. Alcohol abuse,
8. Drug use,
9. Incarceration.

We understand that all our children could be affected by these in their time with us or have been affected by them before. We provide an environment for our children that is positive and supportive.

We foster relationships with all children and understand the importance of our roles in their lives. We encourage them to talk and nurture them so they feel safe and loved. Children who need specialist provision have access to highly trained support staff who plan meaningful personalised support for individuals and groups.

As part of the training for ACE Awareness staff have been trained in PLACE. PLACE is an emotion coaching approach to supporting children when they are showing difficult behaviours. The outline that staff follow is:

- Playfulness- environment & approach
- Liking
- Acceptance
- Curiosity
- Empathy

Behaviour Record

Phone calls home should be recorded on Edukey.

Fixed-term and permanent exclusions:

Exclusion is considered a last resort at Magor Primary School. However, there are some behaviours that are not acceptable within our school. For example; physical assault towards staff or pupils, attempted physical assault and threat of physical assault.

Only the head-teacher (or the acting head-teacher) has the power to exclude a pupil from school. The head-teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the head-teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head-teacher excludes a pupil, s/he informs the parents immediately verbally and in writing giving reasons for the exclusion. At the same time, the head-teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head-teacher informs the LA (via SIMs) and the governing body about any permanent or fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head-teacher.

The governing body has a discipline committee that is made up of three members as the need arises. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head-teacher must comply with this ruling.

If a second fixed term exclusion has to be considered, a managed move, to a different school may be discussed with the parents and the child. Ultimately, should the child be unable to behave appropriately he/she may be permanently excluded.

Anti-bullying Policy

1 Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally over a sustained period of time.

2 Aims and objectives

2.1 Bullying will not be tolerated at Magor Church in Wales V.A. Primary School and we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports all the staff in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The staff monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy annually. The governors require the headteacher to keep accurate records of incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 The governing body responds as soon as practicable to any request from a parent to investigate allegations of bullying. In all cases, the governing body notifies the headteacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher and Senior leadership

4.1 It is the responsibility of the headteacher and SLT to facilitate the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher and SLT ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher or a directed member of staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use Collective Worship as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

4.3 The headteacher and the Senior Leadership Team sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Incidents are monitored and repeated incidents are brought to the headteachers attention.

5.2 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services or the Educational Psychology Department in County Hall and the Educational Behaviour Department.

5.3 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the phase leaders then the headteacher, school will then inform the child's parents.

5.4 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents/guardians

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should **contact the class teacher immediately**.

6.2 Parents have a responsibility to positively support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. If any parent is not satisfied they can write to the Chair of Governors.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.