



*Dring yn uchel, dring yn uwch
Climb high, climb higher*

Pontyclun Primary School Behaviour Policy

At Pontyclun Primary School children and adults are working together to recognise and act upon the rights of the child and become a Rights Respecting School. They will learn about the rights of the child by studying the United Nations Conventions on the right of the child (UNCRC).

All staff and pupils have agreed to uphold the following principles as part of our developing school ethos.

Pupils have

- a right to learn,
- a right to be heard,
- a right to a childhood,
- a right to be treated fairly,
- a right to be healthy.

Rights Respecting School ethos underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future, in line with the Curriculum for Wales.



Article 19

You have the right to be protected from being hurt

Article 31

You have the right to play and have time to play



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WHAT OUR ETHOS WILL BE

Through this policy we will create an ethos that will

- promote an awareness of everybody's individual needs and aim that all are valued within the school community,
- ensure that every child is aware of their rights and responsibilities and will have helped to produce their Class Charter,
- expect good behaviour to be modelled by all adults in the school,
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues,
- expect all staff to treat children fairly, consistently and sensitively,
- celebrate and praise children's achievement and success,
- value parental support in working collaboratively to find solutions to behaviour management issues,
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual,
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear procedures for dealing with and managing unacceptable behaviour,
- encourage the active and early involvement of parents in supporting positive behaviour.
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools must respect children's human dignity (Article 28)

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School Rules:

Be the best you can be: show respect

WHOLE SCHOOL and CLASS CHARTERS

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Within class, this is promoted by the creation of a **class charter that supports the rules**. Children and staff within the class all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.



WHAT CHILDREN CAN EXPECT OF STAFF

- To know they will be treated fairly and consistently and to be will be listened to.
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them,
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.

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- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide Health and Wellbeing activities that will be used to develop self-awareness (as well as an awareness of others), self- reflection and self-esteem.
- To take all bullying, sexism, gender, racism and homophobia very seriously.
- All staff know and understand the policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school

WHAT ADULTS IN SCHOOL EXPECT OF CHILDREN

Progression steps 1 to 3:

- To respond positively to boundaries that are set by staff, with support where needed
- To listen to adults and to each other
- To take part in activities that will help them understand their own needs and those of others
- To begin to think about others and show a developing awareness of other peoples' needs
- To play safely – indoors and outdoor
- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time, line up calmly, and enter school ready to learn

WHAT SCHOOL EXPECTS OF PARENT/ CARERS

- To support the school in its Behaviour Policy.
- To talk to their children about the school's expectations of learning and behaviour.
- To give specific praise when children do well at school and share with us any achievements outside of school,
- To work with school if there are any concerns about their child's behaviour in school - working together can quickly make a difference,
- To encourage children to discuss problems and accept help when needed.

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- To attend parents' evenings and any other meetings with school that will help your child,
- To tell school of any concerns, including medical concerns or issues which may affect your child's behaviour or learning. These concerns may stem from within school or beyond school.
- To ensure that your child attends school regularly and on time.
- To support wider policies that can impact on behaviour such as, sending children into school in school uniform, supporting homework being completed and encouraging reading every day.

HOW WE WILL SUPPORT CHILDREN WITH ADDITIONAL EDUCATIONAL NEEDS OR DISABILITIES

Some of our children in school may have additional needs where their behaviour is affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school.

Additional support for inappropriate behaviour as a result of additional needs is put in place through universal provision or an Individual Development Plan (IDP- see ALN policy).

However, this does not mean that the child is exempt. They will be expected to try their best, but individual needs will be taken into account whilst also considering the needs of all the children in our school.

Challenging Behaviour

If a pupil continues to display poor behaviour choices, then advice will be gained from Behaviour Support to prevent an exclusion. School will work closely with parent/carers - see ALN policy/ exclusion policy.

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This Behaviour Policy/ Plan was ratified by:

The Policy Committee Autumn 2023

Full Governors Autumn 2023

Signed [Signature] Head Teacher Date _____

Signed [Signature] Chair of Governors Date _____

