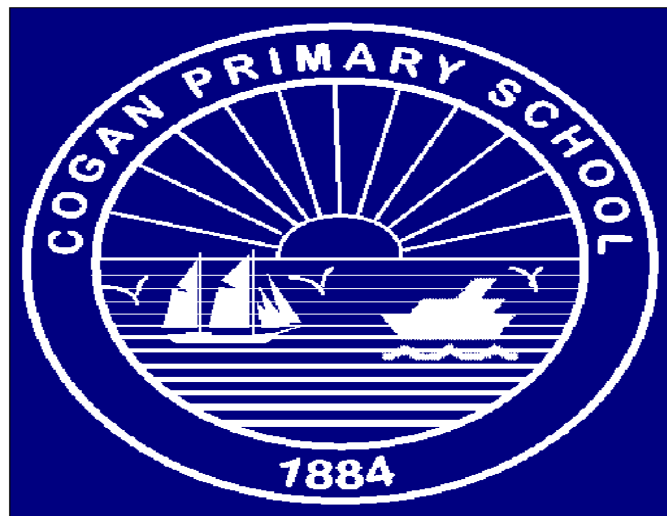


# **Cogan Primary School**

## **Ysgol Gynradd Cogan**



# **Behaviour Management**

## **Policy**

## **Behaviour Management Policy**

### **Cogan Primary School's code of conduct:**

It is our aim to create a School community in which all members, pupils and adults are held in respect and where each individual is treated fairly and with consideration.

Within this disciplined environment there will exist an orderly atmosphere which will promote learning and develop self-esteem.

The School's rules encapsulate the Code of Conduct and are;

1. Treat each other with respect and respect the authority of all adults – teaching and non-teaching staff.
2. Treat the School environment and property, with respect.
3. Move about the School with regard to the safety of self and others.

Each class has a set of rules; the aim is to create collective ownership of these by involving the pupils in the process. These rules, rewards and consequences are displayed in each classroom on the wall so that they are obvious to all pupils, support teachers and supply teachers. This allows all adults to reinforce discipline with all pupils. At Cogan School it is the belief that a reward can only be considered as such if it increases the frequency of the desired behaviour. Positive reinforcement by means of praise and encouragement enables the teacher to reward all children and encourage good behaviour.

At Cogan Primary we operate a system of positive reinforcement, through which "good" behaviour and work is reinforced liberally. We adopt a Growth Mindset approach which builds resilience and perseverance.

The 'Proud to Present' record of achievement scheme and nursery end of week celebrations are a vehicle for positive behaviour management. Teaching and non-teaching staff can award a child with Dojo points for good behaviour in and out of the classroom. Dojo points, using the computer assign a character for each child. The system is based on Growth Mindset and areas are used such as resilience, positive mental attitude, perseverance, learning to do things. The children collect points for themselves but also for the class. The primary children celebrate their achievements during an assembly once a month and the nursery hold a celebration at the end of each week.

During the primary assembly trophies for each junior class are awarded, as well as certificates from other activities outside school. Pupils who have also achieved success in musical activities can also perform for the pupils during this assembly.

Once a month, there is also a whole school assembly to celebrate the pupils' achievements. Each junior class teacher nominates a child that they feel has worked hard, giving reasons for why the child has been chosen (these are

linked to the new Curriculum for Wales areas of learning and experience) and tried hard during the month to receive a Trophy. The child can take the trophy home and keep it until the next assembly. During the assembly pupils who have received the Worker of the Week certificates also get applauded for their achievements. The Infant classes also nominate a class to receive the class trophy which allows them an additional treat – e.g. additional playtime. There are certificates for Criw Cymreig class winners and handwriting champions. Prizes and certificates are awarded to nursery children.

Children learn by example and it is the agreed aim of the school that all staff lead by demonstrating courtesy and respect to each other and to the children. Courteous and considerate behaviour will follow. This means allowing the child time to develop social skills, stopping to discuss rudeness and taking time to compliment children who are behaving appropriately.

### Sanctions

Discipline in Cogan Primary School is seen as the structure that is created by the implementation of rules and guidelines in order to secure a harmonious teaching and learning environment.

It is important to:

Distinguish between minor and serious incidents

Discourage the punishment of the whole group

Maintain a balance between sanctions and rewards

A consistent approach to the implementation of rules and sanctions avoids staff inconsistencies, which result when different interpretations are applied. An escalating scale of sanctions affords teachers clear idea as to what they are expected to do when a rule has been infringed.

### At Playtime

Football may be played during break time in the designated areas. Only 2 games are permitted 1 for Year 5 and 1 for Year 6. Tennis balls may be used outside the area for throwing and catching games only. There are 2 balls available for playing netball and basketball.

Boisterous play, which leads to aggression, is dealt with immediately by denying play. There may be an occasion when pupils' misbehaviour will result in them missing their playtime and sitting on the wall for 5/10 minutes' reflection time.

### Wet playtimes

Teaching staff and LSAs remain with the classes during wet playtimes. This allows the staff to have a short comfort break and the pupils remain in their classes and are occupied with different activities – board games, puzzles and drawing activities.

### Wet lunchtimes

In the juniors' wet play boxes are available, containing games, drawing equipment, cards and other activities. A timetable is prepared to enable dinner supervisors to know which class is to have which box. This allows the pupils

to have different activities each day. A group of year 6 pupils are sent to help in the Infant Hall. The Infant pupils also have different activities set up for wet lunchtimes i.e. watching videos, games and constructive play activities.

### At Lunchtime

DB to oversee the start of sandwiches in the annexe. MO to oversee the start of sandwiches in the Infant Hall.

JB to walk the year 3 children over to the Annexe for sandwiches. SB, JA and KM (on a rota) to walk year 4, 5, and 6 pupils over to the dinner hall.

Midday supervisors see the Head teacher or Deputy if there are any problems they cannot resolve. In the event of persistent misbehaviour in the lunch period parents will be informed and if necessary the child will go home or lunch. The Chairperson of the Governors will be informed of this decision.

During the day if any child is sent to the Head teacher due to unacceptable behaviour the teacher needs to send a note with the child as an explanation.

### Assembly Time

It is agreed that the children must enter and leave the hall or Annexe in an appropriate manner.

In the classroom the children must be quiet when the teacher enters.

No-one is to shout out.

No-one is to wander around the classroom.

No child is to sit outside the classroom, any child removed from their own classroom to another classroom should be given work to do and also a note with them to explain why they have been removed from their own classroom.

The children should be given a task to occupy themselves as soon as they come in during registration i.e. handwriting, spelling, reading or tables.

Parents of pupils not working /misbehaving will be invited in to talk to the class teacher at the beginning of the term, and on a regular basis if the class teacher feels that this is necessary.

Punishment represents just one of the many methods that can be utilised to reinforce discipline and as such, should only be used when positive approaches have proved unsuccessful A punishment can only be effective behaviour for which it was given.

The following course of action has been agreed as appropriate to modify behaviour in the classroom situation.

### Rules

Follow instructions

Show respect

- Keep hands, feet and objects to themselves
- No teasing or calling names

Don't interrupt others

Use partner / group and class voice when told and when appropriate.

## Rewards

Praise

Dojo points

Stickers

1<sup>st</sup> out to play

Worker of the Week

Class award – which the children can choose with their teacher.

## Consequences

Warning

5 minutes working away from others.

2 minutes taken from playtime

10 minutes working in another classroom

(3 of the above and a letter sent home)

Time spent at 'Behaviour Sanction' – see rota of supervised sessions

Wednesdays and Fridays

Sent to the Head teacher

Parents informed of difficult behaviour.

'Behaviour Sanction' – If a pupil has followed the course of consequences as listed above and a further consequence is needed, teachers can place their names in the 'Behaviour Sanction folder'. Teachers will specify how long a pupil needs to spend at one of the behaviour sanction sessions on either a Wednesday or Friday. There is a rota of supervised cover and a number of activity sheets which can be given to a pupil to complete during these sessions. The supervising adult will record attendance in the folder and the record will be kept and referred to as appropriate.

Children who display constant or frequent behaviour may have a home – school book. This book lists the good and bad behaviour; it is used as a form of behaviour modification. The parents are required to sign this book daily and the Head teacher is sometimes involved in monitoring the report on a daily basis. The class teacher keeps a record of difficult behaviour – this record can include written reports from the class teacher, meetings with the parents and any other adult involved including outside agencies. All entries must be signed and dated.

In the case of a child persistently misbehaving inappropriately, the child would be placed on the School's concern register, an Individual Behaviour Plan (IBP) may be drawn up and the engagement service consulted.

As part of the School's Behaviour Management system the staff believe that it is important that the children are aware that they make choices during the day related to their behaviour. They choose to follow the school rules, and also choose to disrupt the class and not follow the rules. The children are clear about the rewards for good behaviour and also the consequences for difficult behaviour.

In extreme cases the exclusion procedure may be implemented. In these situations, the LA guidelines will be followed.

As a means of reinforcing good behaviour and attitudes, the school operates a number of teaching strategies in the classroom and during assemblies.

Cogan Primary is a 'Values' school, SEAL and Circle Time are deployed. Also the promotion of well-being using our Jigsaw scheme of work and deploying the SELFIE or Motional toolkits, Peer Mentoring scheme and peer support throughout the school. We also adopt Team Teach strategies and philosophies at Cogan Primary School. (see Policy for Use of Reasonable Force to Control or Restrain Pupils)



## **Policy – Behaviour Management**

This is to confirm that the Governing Body of

**Cogan Primary School  
Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

May 2022

Signed: K John

**Chair of Governing Body**

Date: 25/05/22