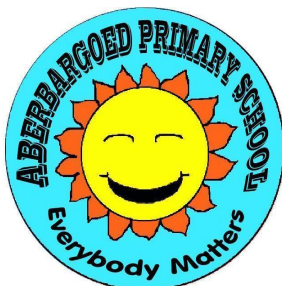
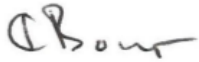
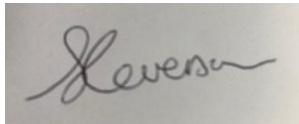


**Ysgol Gynradd
Aberbargoed
Primary School**



“Everyone Matters” – “Mae Pawb Yn Bwysig”

Policy Title:	Attendance		
Adoption Date:	November 2023	Review Date:	November 2024
Signed:		Signed:	
	Chair Of Governors		Headteacher



Aberbargoed Primary School Behaviour Regulation Policy

Review Date: November 2024 or as necessary

Aberbargoed School strives to create a school community that is ACE (Adverse Childhood Experience) aware and trauma informed. This approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour regulation policy that places relationships as the cornerstone for children to thrive, both academically and in relation to their wellbeing to ensure that we have the highest expectations and standards of behaviour for learning for all learners.

Our aims

- To ensure that all members of the school community feel safe
- To encourage relationships between all members of the school community that facilitate effective learning
- To allow children to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others
- To teach children how to communicate their thoughts and feelings in a way that would be beneficial for their future and in their adulthood.

Purpose of the behaviour regulation policy

To provide guidance to staff and learners that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- Monitored and evaluated as part of a self-evaluation cycle, with input from children, parents/carers and governors.
-

Relevant UNCRC Articles

Aberbargoed Primary School aims to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Articles that we particularly aim to promote through this policy include:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- **Article 28:** Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights
- **Article 29:** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- **Article 37:** Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Values

Our behaviour regulation policy is based around the following values and qualities which we consider to be of paramount importance and which we wish to cultivate in all members of the school:

Responsibility Respect Truthfulness Humility Courage Forgiveness

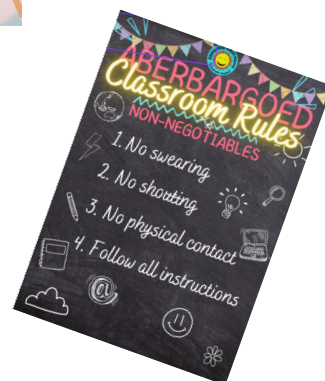
Key components of our Behaviour Regulation Policy:

Our **4 EXPECTATIONS** (created by School Council) –



So that our **CLASSROOM NON-NEGOTIABLES** can be fulfilled. These non-negotiables are individualised to each class and decided upon with the children. They are reviewed and changed as necessary but may include:

1. No swearing
2. No physical contact
3. No shouting (at staff/peers)
4. Always follow classroom rules and instructions.



How staff will behave:

- We cherish and priorities our relationships with children and their families
- We will be consistently calm
- We will model the behaviour we wish to see
- We will always give children a fresh start as required
- We will use Thrive Approach principles and Emotion Coaching to support children, parents/carers and our colleagues
- We will be alert to bullying, discriminatory and sexist behaviour and racial harassment and act accordingly
- We will be consistent and record all incidents of behaviour not in keeping with expectations, or any wellbeing concerns on ClassCharts.

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all children within our school community, in line with the Equality Act (2010).

Environmental Consistency:

At Abergargoed Primary School, we recognise that consistency and routines help children to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour regulation policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual children with additional needs
- All school staff use Thrive & Restorative Approaches and Emotion Coaching to support children/young people's emotional needs and provide discipline.

Recognising behaviour that embodies our school expectations - REWARDS:

At Aberbargoed Primary, we recognise behaviour that embodies our school rules and expectations by providing specific verbal feedback, stickers, certificates, praise notes, postcards sent home, golden phone calls and green points leading to a weekly prize for 'Top Green Points' in each class.

Managing behaviour that goes against our school expectations - SANCTIONS:

When behaviour does not meet the required expectations the following are enacted in all classes –

- Reminder
- Caution
- Last chance (school script for this step)
- 15 mins time out for reflection
- Red point on ClassCharts with a reason so parents/carers are kept informed
- Classteacher to make contact with parents/carers. if behaviour exceeds three 15 minute time outs in one day and an internal exclusion will be enforced (removal of the child from their classroom and time spent supervised by an adult) .

Other consequences which may be employed, as a last resort, include withdrawal of roles and privileges, and exclusion from activities.

Whole class sanctions for the behaviour of individuals will not be used.

Restorative approaches:

Restorative approaches will be used to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought. When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined. Where appropriate, each child should be given the opportunity to apologise after disputes. Time needs to be put aside to repair and rebuild. We have a school script to ensure consistency across the school.

Emotion Coaching:

We use an emotion coaching approach to focus on the development of emotional regulation through supportive relationships. It helps us to better understand and regulate children's emotions, in order that children manage strong feelings and take ownership of behaviour.

- Step 1- Recognising the child's feelings and empathising with them.
- Step 2 - Labelling the feelings and emotions and validating them
- Step 3 - Setting limits on behaviour
- Step 4 - Problem solving with the child

Transitions:

We support pupil transition (e.g. into or out of school, into the dining hall, room changes, staff changes) by:

- Greeting children/young people at the entrance to the classroom/school/dining hall
- Maintaining high staff levels during less structured times (e.g. breaks/lunch) and not leaving children unsupervised
- Ensuring all children know where to go to seek help if required
- Providing individual arrangements for children who find transitions particularly difficult (e.g. leaving the classroom before/after other children).

Engagement with parents/carers:

We value parents/carers as the experts on their child.

We will provide feedback on a child's emotional wellbeing at parent meetings, but will also contact parents/carers in a timely manner if we have any concerns about a child's wellbeing.

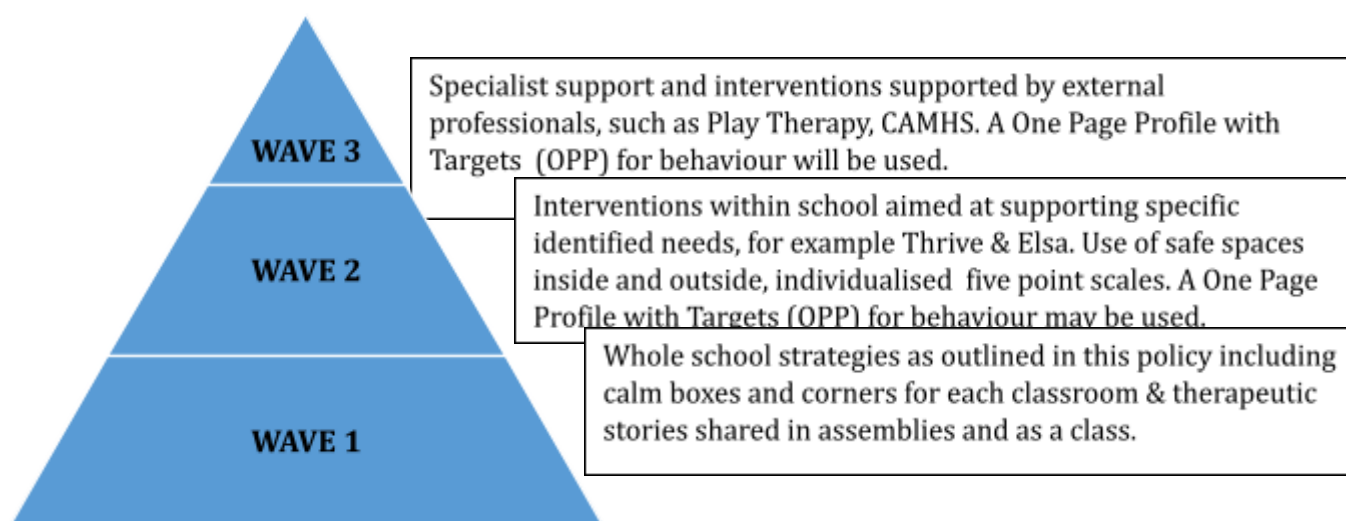
We also place great value on feedback from parents/carers about the wellbeing of a child.

A Graduated Response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children at Aberbargoed Primary, some children will require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response:



Children will be provided with support based on their level of need. Given that Aberbargoed Primary views behaviour as a communication of need, frequent behaviour not in line with expectations, will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.

Use of exclusion:

Aberbargoed Primary recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Offer an alternative curriculum and pedagogical approaches if required
- Using the Thrive Approach and ELSA to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions that exclusion is required, we will:

- Follow the procedures and protocol set by Caerphilly County Council including the Behaviour Assessment Chart (**Appendix A**).
- Maintain contact with the child and their family throughout the process (e.g. telephoning the family at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the child's (and parent's/carer's) voice at the heart of each step of the process.

Welsh Government Guidance 'Exclusions from Schools and Pupil Referral Units' suggests

1.1.4 There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- **serious actual or threatened violence against another learner or a member of staff**
- **sexual abuse or assault**
- **supplying an illegal drug**
- **use or threatened use of an offensive weapon.**

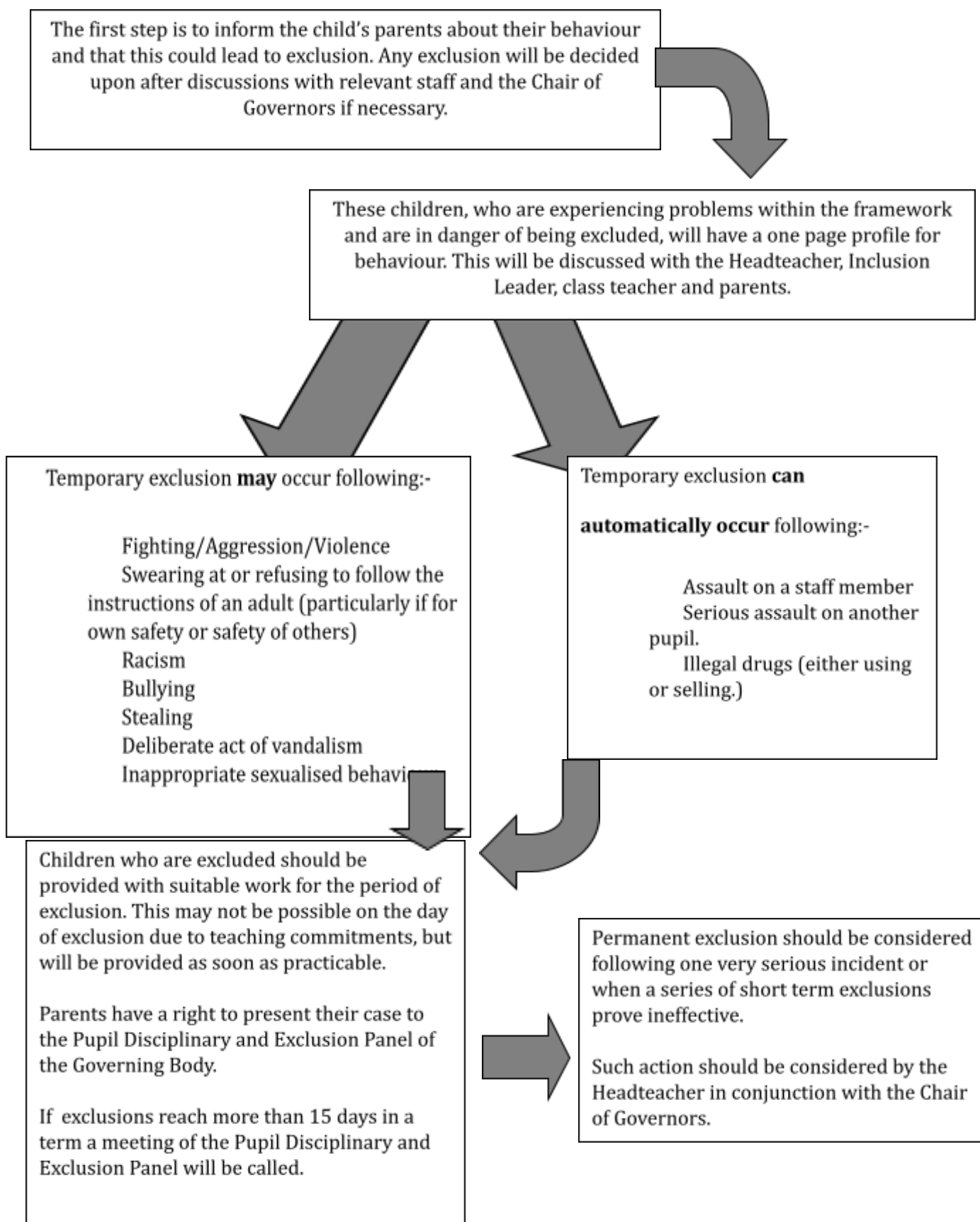
1.1.5 In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether to inform other agencies, e.g. Youth Offending Team, social workers, etc.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body, if necessary, recommendations for further improvements will be made. The whole policy will be reviewed every two years, but earlier, if necessary, to link in with the School Development Plan and the needs of the school community.

Behavioural Assessment Chart for Exclusions

(for children who consistently behave outside our expectations or who engage in a significantly serious incident)



Appendix B

Exemplar letters:

Dear Parent/Guardian,

We write to inform you that _____ behaviour is causing some concern at the moment.

We should be grateful therefore if you could contact School as soon as possible to make an appointment to discuss the problem.

Yours sincerely

Class Teacher

Headteacher

Dear Parent/Guardian,

We write to inform you that

We are concerned about this and feel you should be aware of the problem

We would be grateful if you could discuss this incident with your child. If you feel you want to discuss the incident further please do not hesitate in contacting School.

Yours sincerely

Class Teacher


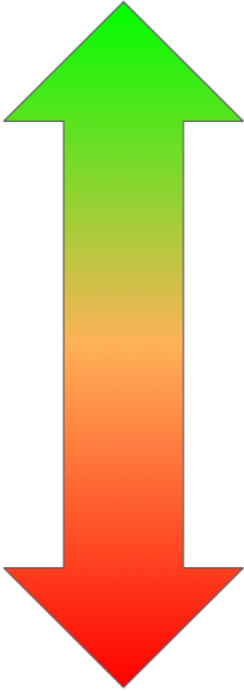
Headteacher

Appendix C - Pupil Voice

Learning Detective Team members worked collaboratively to share their views on appropriate examples of rewards and consequences for behaviours (April - May 2022).

Examples of School Rules in Action and Possible Consequence

Please note *this list is not exhaustive* and these may vary depending on the age and stage of the development of the child and the context of the incident.

	Example Behaviour		Example Rewards / Consequences
	<p>Being respectful, ready, responsible and safe</p> <p>Helping people</p> <p>Good listening, good sitting, good looking</p> <p>Good work / finishing work</p> <p>Wonderful walking</p> <p>Legendary lines</p> <p>Being on time</p> <p>Caring for school property</p> <p>Siarad Cymraeg, speaking Welsh</p> <p>Wearing uniform</p>		<p>Green points - Prize from the prize box</p> <p>Stickers</p> <p>Certificates</p> <p>Praise notes</p> <p>An adult talking to our parents at home time</p> <p>Headteacher award or prize</p> <p>Golden time</p> <p>Golden phone calls</p> <p>Feel good Fridays</p> <p>Reward time with the Headteacher</p>
	<p>Littering</p> <p>Talking or disturbing learning by being silly</p> <p>Not looking after resources</p> <p>Unkind words / swearing</p> <p>Not telling the truth</p> <p>Bullying</p> <p>Leaving class</p> <p>Being unsafe</p> <p>Physical contact</p> <p>Leaving school site</p>		<p>Warning</p> <p>Time out</p> <p>Redpoint</p> <p>Conversation with parents</p> <p>Missing play time</p> <p>Losing privileges</p> <p>Conversation with Headteacher or Deputy head teacher</p> <p>Time away from class with an adult in school</p> <p>Exclusion</p>

Appendix D

Other Resources And Policies Connected With Behaviour & Discipline

Colleagues may find it useful to refer to other publications including the following resources and policies:

- ✓ Anti-bullying Policy
- ✓ Attendance policy
- ✓ Equal Opportunities - Handbook
- ✓ Home School Agreement
- ✓ Physical Intervention
- ✓ Substance Misuse Policy