



## Pear Tree Federation

Tongwynlais Primary School & Coryton Primary School

### BEHAVIOUR FOR LEARNING POLICY

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**This policy should be read in conjunction with the mission statement and aims of the schools, and the other related school policies including the Safeguarding Policy and Keeping School Safe document.**

#### INTRODUCTION

It is a primary aim of our schools that every member of the federation feels valued and respected, and that each person is treated fairly and well. We are Rights Respecting Schools and are a caring community whose values are built on mutual trust and respect for all. The Federation behaviour policy is therefore designed to support the way in which all members of both schools can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where well-being for all is a priority.

Both schools have a number of Golden School rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting and 'restoring' good relationships so that people can work together with the common purpose of helping everyone to learn: to this end both schools use a 'restorative approach'. This policy supports the federation community in aiming to allow everyone to work together in an effective and considerate way.

The federation expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and with equity and this is reflected in the Pear Tree Federation 'Vision and Values' statement. We apply this behaviour policy in a consistent way to all children. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the federation community.

The federation rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The federation recognises too the importance of outside factors on the behaviour of a pupil in school e.g. community and family.

Both schools will seek to ensure that the behaviour policy is;

- fully discussed and acted upon by teachers and pupils
- applied consistently and fairly
- communicated to parents/ carers
- underpinned by a positive ethos and good relationships

A positive ethos will be based on:

- The example set by teachers and other adults
- The high expectations of the teachers and other adults
- The leadership of the federation headteacher and leadership team – to encourage the corporate development of a policy on good behaviour and setting an example which consistently encourages good practice

The policy has been reviewed, discussed and developed by staff. Both School Councils have discussed the policy and given positive feedback on the School/ Home agreement and the three level behaviour approaches. We call this 'Behaviour for Learning'.

## **AIMS and OBJECTIVES**

- to create a positive climate for the whole federation (based on a quiet yet firm insistence on high standards of behaviour at all times – and drawing its strength, from community of purpose, consistent practice and constant vigilance);
- to create a positive climate which affects the whole of the federation's activities incorporating the provision of stimulating learning experiences suitable for the full ability range;
- to ensure that the 'additional learning' needs of all pupils including those with emotional and behavioural difficulties are assessed and met;
- to include the learning needs of pupils involved in disruptive behaviour, who may be suffering from emotional and behavioural difficulties, in any plans for remedial action;
- to ensure a high quality of teaching and learning in which all involved have a clear understanding of what is expected of them;
- to ensure that pupils should be intellectually challenged with scope and opportunity to take initiatives and accept responsibility for their progress;
- to ensure that the learning processes are supported by a wide range of activities outside the classroom, which contribute to the pupils' personal and social development;
- to include a recognised scheme of rewards and privileges and censure;
- to ensure that the federation's leadership, sets good examples with clear aims and high expectations;
- to ensure that all teachers accept responsibility for maintaining good behaviour throughout the school;
- to maximise on the strengths available to the school through the wider partnership linking with parents and the local community and various supporting agencies.

## **POSITIVE DISCIPLINE**

In any disciplinary system the emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, constructive criticism should always include advice on how to improve and should be constructive in its approach.

Praise will be given in several ways:

- by giving some special responsibility or privilege
- use of school reports to comment favourably, not only on good work and academic achievement, but also on behaviour, on involvement and on general attitudes
- through the celebration of all achievement and attainment that may include the academic but also focuses on broader values-based awards and rewards

Positive Learning Behaviour is rewarded through individual, class and whole school approaches which are unique to each school.

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## **PASTORAL ADVICE**

Pastoral advice forms an important part of the disciplinary framework of any school and involves every teacher. Much of such counselling will be of an informal nature and all teachers and teaching assistants have an important role to play.

A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling, but it should also extend to the deliberate attempt to build up an understanding of, and relationship with, the pupil. This will make discussion of attitudes and criticism of poor achievement or behaviour acceptable. It should also provide an awareness of any underlying problems the pupil may have.

The pastoral system of school provides for senior staff to spend time sorting out behaviour and disciplinary problems raised by other colleagues and helping them with their understanding of the pupil. The school will may also offer emotional literacy support through the ELSA programme as part of its wellbeing and support programme.

We also have a Home-school agreement in place for everyone to sign as they join school. From time to time, this agreement will be updated to reflect how things change over time.

## **THE PEAR TREE FEDERATION PRIMARY SCHOOL HOME/SCHOOL AGREEMENT**

See Appendix 1

By working together, we can maximize the learning potential of each child in our care.

### **Unacceptable Behaviour at The Pear Tree Federation**

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In the Pear Tree Federation schools, we divide unacceptable behaviour into three broad bands:

#### **Level 1 Reminder**

**Misbehaviour that can be effectively managed within a classroom environment by the class teacher.**

- Pupils are **reminded** of the behaviour expected of them (up to 3 reminders may be given, taking into consideration the age and needs of the child involved)
- Teacher uses positive behaviour techniques / low level behaviour strategies as outlined in our behaviour policy.
- Parents may be involved in an informal way at this point.

#### **Level 2 Unacceptable**

**Serious misbehaviour, or persistent level one behaviour, will usually result in the formal involvement of the key stage leader or Deputy Headteacher. –**

Pupils are informed that their behaviour is **unacceptable** and must stop.

- They will deal with the matter using a variety of positive behaviour management techniques / low level behaviour strategies, appropriate to the individual and situation.
- Incident will be logged either in class teacher log books with a record of actions taken or on MyConcern.
- Parents and carers may then be spoken to by the class teacher either by phone or face-to-face to inform them of their child's behaviour.

#### **Level 3 Serious**

**Very serious misbehaviour, or persistent level two misbehaviors, will result in the formal involvement of the Federation Headteacher or deputy headteachers. The following procedure is then followed:**

- Pupils are informed that their misbehaviour is **serious** and must stop.
- Federation Headteacher/ deputy headteacher speaks to child about behaviour and a formal meeting will be arranged with parents/carers to discuss possible solutions to this problem.

- An IBP (Individual Behaviour Plan – School Action) could be set up, organised and followed up by the Deputy Headteacher in consultation with the Federation Headteacher and class teacher.

**If the issue is serious and remains unresolved the final procedure could be a lunchtime, fixed term or permanent exclusion from school.**

**When behaviour is at Level 2 or above, a Think Sheet may be send home by the class teacher or a senior leader. The purpose for this is to inform parents and carers that school rules have been broken but more importantly, for parents/carers to spend time talking to their child about the impact of poor behaviour on the learning and wellbeing of others. This sheet is to be returned to school and a record kept. See Appendix 2**

### **The Pear Tree Federation Golden Rules**

At both schools we expect all our pupils to follow the rules below. They have been developed to be applicable in all situations and easy for even our youngest pupils to know and understand. These are reinforced daily by all staff and regularly in assemblies.

<b>The Golden Rules</b>
Kind hands, kind feet and kind words only
Excellent manners
Good listening
Calm quiet, walking
Value our school



The language of **R**eminder, **U**nacceptable and **S**erious and must **S**top are used as a common language with pupils throughout the school and the initial letters are used to form the name **RUSS** – the name given to an animated dog used to remind pupils of the different levels of behaviour.

## Unacceptable Behaviour and Consequences


<b>Level One Reminder</b>	<b>Possible Consequences</b>
<b>‘I am reminding you how we expect you to behave.....’</b>	
<p><b>Showing disrespect to others by choosing to:</b></p> <ul style="list-style-type: none"> <li>● Distract other children in class/assembly etc</li> <li>● Answer back/ disobey instructions</li> <li>● Be untruthful</li> <li>● Name call and use minor bad language</li> <li>● Cause careless damage</li> <li>● Not join in with learning without good cause</li> <li>● Causing harm through carelessness</li> </ul>	<ul style="list-style-type: none"> <li>● Use of the phrase ....’and the consequence is...’</li> <li>● “The look”</li> <li>● move seats in the class nearer to a teacher/teaching assistant</li> <li>● In class ‘timeout’</li> <li>● Loss of 2 minutes of a break time/lunchtime lost (time out area)</li> <li>● Informally speak to parents if not an isolated incident</li> <li>● Loss of privileges (e.g. fun extra activity or golden rewards)</li> <li>● Rule reminders</li> <li>● Warning given to be moved to level 2</li> </ul>
<b>Level Two Unacceptable</b>	<b>Possible consequences</b>
<b>‘This behaviour is unacceptable .....’</b>	
<p><b>Showing disrespect to others by choosing to:</b></p> <ul style="list-style-type: none"> <li>● Use threatening behaviour/bullying behaviour</li> <li>● Use isolated acts of violence- kicking, hitting, fighting biting etc.</li> <li>● Use of direct verbal abuse/ bad language/’identity-linked’ comments</li> <li>● To persistently use level 1 type of behaviour</li> </ul>	<p><b>Any of the level 1 consequences</b></p> <ul style="list-style-type: none"> <li>● Reprimand and behaviour logged by member of the Senior Leadership Team</li> <li>● Loss of up to 5 break times or part lunch times in a week</li> <li>● Regular reports to a senior teacher or Deputy Headteacher on behaviour (daily or weekly)</li> <li>● Loss of a major privilege e.g. banned from an after-school club; school team or special activity and/or to have lunch at home by prior arrangement</li> <li>● Discussion with Federation Headteacher/ Deputy Headteacher</li> <li>● Possible letter to parents/carers</li> </ul>
<b>Level 3 Serious</b>	<b>Possible Consequences</b>
<b>‘This is a serious misbehaviour.....’</b>	
<p><b>Showing disrespect to others by choosing to:</b></p> <ul style="list-style-type: none"> <li>▪ Persistently use level 2 types of behaviour</li> <li>● Use dangerous behaviour</li> <li>● Spitting</li> <li>● Vandalise the school (or others) property or buildings</li> <li>● Use aggressive or violent behaviour with intent to cause deliberate injury or harm</li> <li>● Leaving the school grounds without permission</li> <li>● Use abusive language and/or behaviour linked to an individual’s ‘identity’</li> </ul>	<p><b>Any of the level 2 consequences</b></p> <ul style="list-style-type: none"> <li>● Loss of play for up to a week</li> <li>● Parents/carers asked to come to school to discuss behaviour with the Federation Headteacher</li> <li>● Exclusion from school: either lunchtimes; fixed term or permanent exclusion</li> </ul>

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Policy Reviewed April 2019  
Reviewed April 2021  
Reviewed December 2021

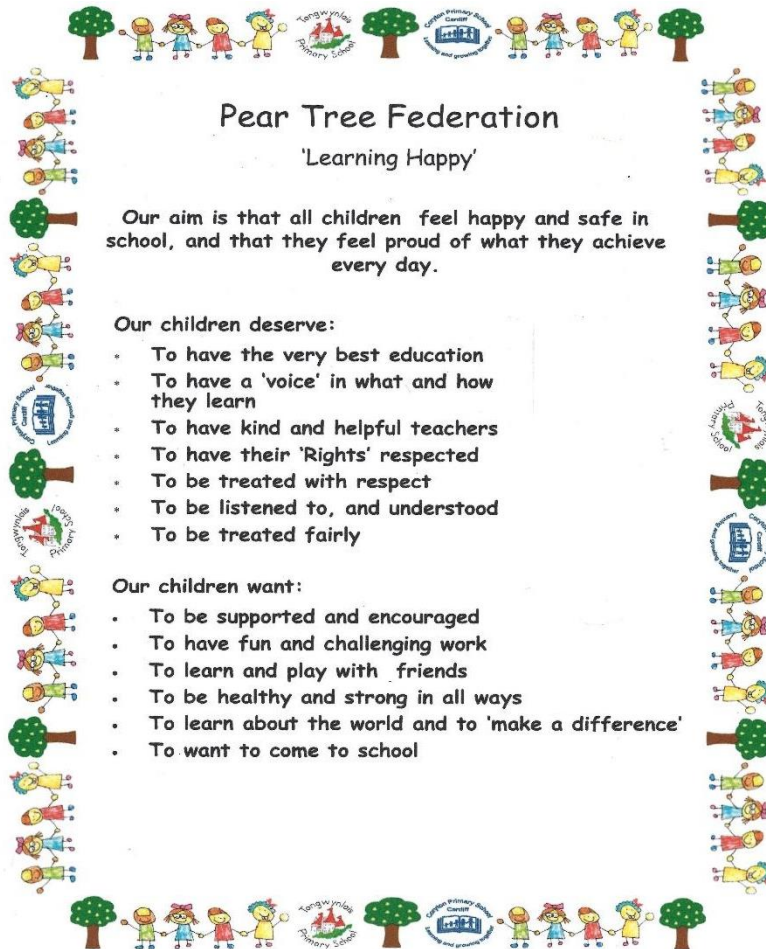
Reviewed and updated 6<sup>th</sup> December 2021 by the PTF Governing Body  
Changes included: updating the home-school agreement and the reintroduction of the Think Sheet to better support home-school communication. Policy now linked to 'Keeping School Safe' guidance and policies 6.12.21

Federation Headteacher: Mr G James 

Chair of Governors : Councillor Mike Jones Pritchard 

# Pear Tree Federation Home-School Agreement 2023

## Tongwynlais and Coryton Primary Schools



### As federated schools we will;

- Share and foster our vision values
- provide a safe, caring and friendly environment in which well-being is a priority and children grow and develop in confidence
- provide a stimulating and welcoming environment
- celebrate children's successes and achievements
- promote positive relationships and encourage self-discipline, independence and responsibility
- expect and build the highest standards of behaviour and growing personal development
- promote the benefits of leading a healthy lifestyle
- provide a broad and balanced curriculum and share its content and structure
- be ambitious for all our children to ensure that they achieve their full potential as valued members of our school community
- set and monitor progress towards challenging learning targets
- encourage uptake and regular participation of a range of extra-curricular activities
- expect, support and monitor children's attendance and punctuality
- actively promote an effective partnership with parents/carers as co-educators
- report to parents/carers through regular contact including parents' evenings and annual reports
- keep parents/carers informed about school achievements and activities through regular communication through a wide range of channels.

**School signature:**

**Date:**

**As a family, we will support our child/children's education and well-being by endeavouring to;**

- understand and support the whole school values
- ensure regular good attendance and inform school of any absence
- ensure that pupils arrive and are collected on time, walking to school wherever possible
- avoid family holidays or taking children out of school during school term time and follow the school attendance policy
- play an active role in their child's education and development, supporting their learning and progress
- Ensure that any home-task is returned to school on time
- maximise learning opportunities at home
- encourage my child to make the most of the wider school opportunities
- ensure that the correct school uniform is worn including PE kit
- promote positive relationships, encourage self-discipline and independence
- support the school's policy for behaviour management
- follow the school E-Safety policy and guidance
- never publish photos/ images/ videos of school life on social media on open forums keeping all publications to closed friendship groups.
- never make any derogatory comments about pupils or members of the school community on any social media.
- attend Parents/Carers' Consultation Evenings and other school events
- keep school up to date with relevant information, for example changes to contact details and changes to circumstances which could potentially affect their child's learning, well-being or behaviour.

**Parent/Carer's signature:**

**Date:**

**As a pupil I will;**

- help and care for others making sure not to leave anyone out
- be respectful, friendly and helpful to all others with a smile
- try my hardest at school and have high expectations of myself
- take responsibility for my actions
- keep our school and classroom tidy; putting rubbish and recycling in the bins
- wear the correct school uniform including PE kit on the right days
- follow instructions given by any member of staff
- always tell an adult in school if I am worried or concerned
- use the internet safely and tell a grown up if someone else isn't
- endeavour to take on positions of responsibility in school
- always follow the Golden Rules
- remember that I represent the school both in and out of it, and will do my best to make the school proud

**Child's signature:**

**Date:**

## Appendix 2 Thinking sheet



# 'Think Sheet'

Name:

Class:

The Golden Rule broken was:

Kind hands, kind feet and kind words only	
Excellent manners	
Good listening	
Calm, quiet walking	
Value our school	

Teacher's comment:

Signed Teacher

Date

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Child's Name

Dear Parent

This slip is to tell you that your child has broken a school rule today. They have been given this 'Think Sheet' to help them reflect on their actions in school to help prevent them behaving in the same way in the future. We would appreciate it if you could sign and return it with any comment that you might have, and also ask your child to think/write about their actions.

Parents comment and/or signature:

I broke this rule because:

Instead I should have:

\_\_\_\_\_ Signed Pupil

\_\_\_\_\_ Date