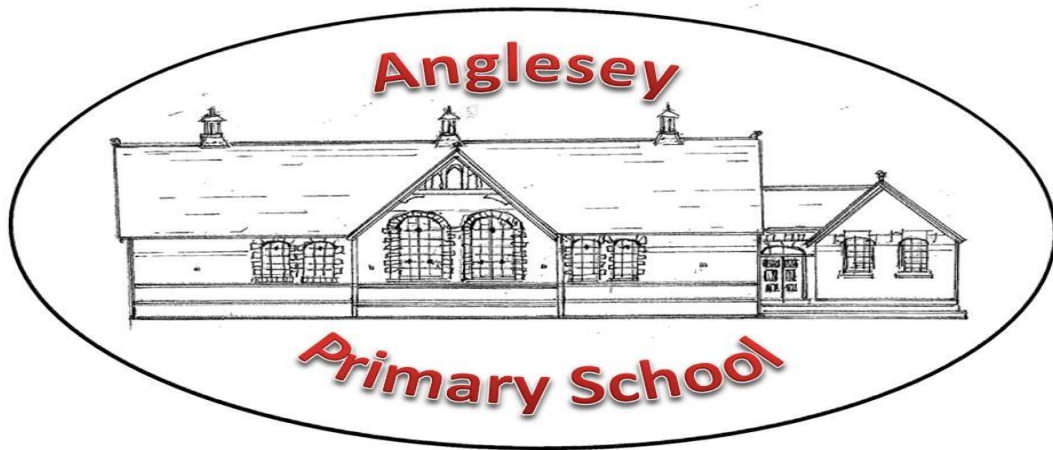


Anglesey Primary School



Behaviour Policy

September 2025

Anglesey Primary School Behaviour Policy

Rationale:

Anglesey Primary School strives to provide the children with a safe, learning environment. If all concerned with school and home, work together in true partnership we can make the time the children spend at Anglesey Primary School an enjoyable and informative experience.

Aims:

At Anglesey Primary School we aim to:

- Have an agreed common, consistent approach to dealing with all aspects of behaviour which incorporates clear guidelines for all pupils, parents and staff both teaching and nonteaching);
- Lead the children towards self discipline and consideration for others;
- Reinforce appropriate behaviour by prompting independence and self motivation;
- Reinforce a positive strategy towards behaviour.
- Build a school community that shows respect for others, their beliefs and values, and for the school environment.

Methodology:

At Anglesey Primary School we have a set of rules that all children are asked to follow.

These rules will be applied consistently by all staff throughout the school at all times throughout the day.

In the classroom and around the school buildings these are:

- 1. We keep our hands and feet and other objects to ourselves.**
- 2. We speak politely to everyone.**
- 3. We do as we are told first time.**
- 4. We put up our hands and don't call out.**
- 5. We walk round school sensibly.**
- 6. We listen to whoever is speaking.**
- 7. We finish our work in the time set by our teachers.**

Framework for Intervention.

As part of our overall behaviour strategy we have taken on board the Framework for Intervention behaviour strategy. The school's Pastoral Director (also the Behaviour Coordinator) implements the strategy along side the school's behaviour policy. They are responsible for supporting staff and helping to draw up Individual Behaviour Plans where necessary.

Rewards and consequences:

At Anglesey Primary School we actively encourage good behaviour by use of a positive system of praise and recognition. The system is consistent but graduated over the different phases of the school.

Nursery

1. We listen
2. We share
3. We are friends with one another
4. We look after our things and the environment
5. We walk in the classroom
6. We use a small voice in the classroom.

Expectations and routines are displayed in areas of learning and a set of expectation cards is worn by each practitioner.

Rewards:

1. Praise
2. Stickers/Certificates
3. Child's name will be put on the Happy Face

Sanctions

1. A verbal warning will be given and the child will be shown the hand-held expectation card in order to remind them of the appropriate behaviour.
2. The child will be separated from the situation, their name/photograph will go on the Sad Face, to think about what their behaviour should be.
3. The child will have a cooling off period.

In the case of extreme continuous inappropriate behaviour parents will be asked into school to discuss strategies to support improvement in behaviour.

Foundation practitioners also support children to solve conflicts for themselves. It is based on 6 simple mediation steps that practitioners use with the children during emotionally charged conflicts. The 6 steps are:

1. Approach calmly
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for ideas for solutions and chose one together
6. Be prepared to give follow up support.

Good Work

Children are rewarded with praise, stickers, certificates and may be sent for praise and stickers from the Deputy/Head teacher.

Year R-Year 6

Rewards and Sanctions

Rewards

1. Verbal praise
2. Name on positive side x1
3. Positive side x2. The reward will be a star.
4. Positive side x3. The reward will be a star and a sticker.
5. Positive side x4. The child is awarded 2 stars and will be brought to the Headteacher/ Deputy Headteacher for a sticker and the behaviour logged on Bromcom.

Children have individual 'star charts'. Children receive certificates for 10, 25, 50 stars and 100 stars certificates are given at the end of the year.

During assemblies the Headteacher/Deputy Headteacher will draw some winners of the Gold awards for exceptional work or behaviour. They will receive a special award or a prize. KS1 pupils bring their good work to assembly and receive a prize.

Children can also be sent to the Head teacher or Deputy Head Teacher at any time if a member of staff thinks that either a piece of work or excellent behaviour warrants a positive comment in the Behaviour section of Bromcom.

NB. Once rewards are given they should not be taken away.

If bad behaviour occurs the sanctions should be used as described above.

Sanctions

1. Verbal warning
2. Name on negative side x1
3. Negative side x2. The child is separated from other children, within their own class for up to 30 minutes. (5 minutes for Reception and KS1)
4. Negative side x3. The child is sent to the Year Manager's or another class within their year group for up to 30 minutes (5 minutes for Reception and KS1). That class teacher will not refer to the child's behaviour, only providing a time out space.
5. Negative side x4. The child is sent to SLT and a record is made on the Behaviour section of Bromcom.

Severe Clause

If a child:

- Wilfully inflicts harm on another child
- Wilfully destroys property
- Overtly refuses to do what he/she is told
- Does anything that prevents the rest of the class from functioning
- Deliberately endangers someone else

The Head teacher or Deputy Head Teacher will be involved immediately.

If a child has been sent to the HT/DHT for behaviour under the Severe Clause, the HT/DHT, may use an additional sanction, resulting in a pupil losing their playtime. The pupil will be supervised in school, by a member of staff if this sanction is used.

Incidents of bullying, homophobic bullying, cyber bullying and racist bullying will be reported on Bromcom by the HT/DHT.

Lunchtimes

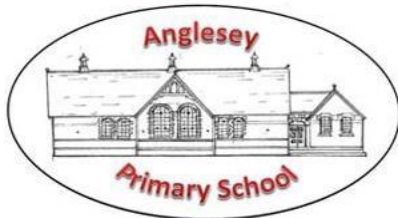
Rewards

1. Praise the pupils.
2. Pupils will be awarded stickers for good behaviour or trying new foods.
3. If a pupil's behaviour has been exceptionally good during the lunchtime then the lunchtime supervisor should inform the class teacher.

Sanctions

Refer any negative behaviours to class teachers or BECO, DHT or HT if necessary

Behaviour Coordinator (BECO) is the Pastoral Director



Positive Behaviour Pathway

Our Seven School Rules

- 1) We keep our hands and feet and other objects to ourselves
- 2) We speak politely to everyone
- 3) We do as we are told first time
- 4) We put up our hands and we don't call out
- 5) We walk around the school sensibly
- 6) We listen to whoever is speaking
- 7) We finish our work in the time set by our teachers

Ack.	• Child made aware of misbehaviour with a verbal warning • Highlight behaviour to the child and clarify/reinforce expectations with them
Neg. 1	• Thumbs Down/Neg x1 • Repeat expectations and make and necessary adjustments to support the child.
Neg. 2	• Thumbs Down/Neg x 2. The child is separated from other children, within their own class for up to 30 minutes. (5 minutes for Reception and KS1) • Repeat expectations and make further adjustments to support the child as necessary.
Neg. 3	• Reflection Time (KS2) Thumbs Down/Neg 3. The child is sent to the Year Manager's or another class within their year group for up to 30 minutes (5 minutes for Reception and KS1) • Send child to Pastoral Director, if this happens regularly (e.g. every day for a week). Child may need Focus Chart/Report Card as necessary.
Neg. 4	• Referral to SLT. Behaviour logged on Bromcom, internal exclusion • Parents to be contacted for meeting with Pastoral Director and Class Teacher. Child to be issued with focus chart/Report Card as necessary.

Acknowledgment: Make child aware of behaviour	Negative 1: Verbal warning
• Not adhering to "Our Seven School Rules"	• Persistence of Acknowledged behaviour
Negative 2: Written warning	Negative 3: Reflection and Reparation
• Persistence of Negative 1 behaviour	• Persistence of Negative 2 behaviour
Negative 4: Referral to SLT	
• Persistence of Negative 3 behaviour • Wilfully inflicting harm on others • Wilfully destroying property • Overtly refusing to follow instructions • Deliberately preventing learning • Deliberately endangers themselves or others	



Positive Behaviour Pathway

Our Seven School Rules

- 1) We keep our hands and feet and other objects to ourselves
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Ack.	• Child acknowledged for positive behaviour
Pos. 1	• Name on thumbs up/pos board x 1
Pos. 2	• Star awarded for pupil's star chart. Thumbs up/pos x2
Pos. 3	• Teacher sticker and/or postcard home. Thumbs up/pos x3
Pos. 4	• Second star awarded to pupil's star chart. Thumbs up/pos x4. Child taken to the HT or DHT and behaviour is recorded on Bromcom.

Acknowledgment of child's positive behaviour	Positive 1: Name on Positive board
Demonstrating adherence to "Our Seven School Rules"	Consistently demonstrating Acknowledged behaviour
Positive 2: Star awarded for star chart	Positive 3: Teacher sticker and/or postcard
Consistently demonstrating Positive 1 behaviour	Consistently demonstrating Positive 2 behaviour
Positive 4: Congratulated by SLT	
- Consistently demonstrating Positive 3 behaviour - Positive contribution to the school ethos and demonstration of the school values - Exceptionally kind, caring or thoughtful behaviour towards others	

Persistent Negative Behaviour

A child receiving an internal exclusion will have a meeting with the Pastoral Director, Class Teacher and Parents. Support will be offered to help manage any potential behaviours at home. This will also trigger the child being issued with a Focus Chart/ Report Card to help support and monitor their behaviour, along with mentoring support (if they are not receiving this already).

The Focus Charts/Report Cards will allow session-by-session monitoring and evaluation of behaviour to help determine patterns. There is space for the child, class teacher and mentor to add comments. The intervention will run for 6 weeks and then be reviewed with child, Class Teacher, Pastoral Director and parents.

For children who receive subsequent internal exclusions, this will trigger a review of the child's targets and another meeting with parents. External support may be sourced at this point and offered to the child or family as appropriate. If a child reaches 3 internal exclusions over a short time period, it may be considered appropriate for the Head Teacher to issue a fixed term exclusion.