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Behaviour Policy

Date Adopted by Governing Body
Date to be reviewed

13.3.2023
Spring 2026

Head Teacher - Mrs Louise Williams
Chair of Governors – Mrs Angharad Veneklaas Slots



Aims and expectations

Our school aims for every member of the school community to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

At St Mary's School our key purpose is to ensure the well-being and success of all our learners. We expect excellent standards of behaviour and attitude, effort, and learning, from all members of the school, both adults and children. Both positive and inappropriate behaviours have consequences, and these are applied with absolute consistency by all adults in school.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

We encourage pupils to achieve in a learning environment where self-discipline is promoted, and good behaviour is the norm.

We treat all children fairly and apply this behaviour policy in a consistent way.

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 school community.

Consistency in adult behaviour

There are five consistencies that all staff will uphold in all circumstances. At St Mary's, Overton, all adults:

- Model positive, calm, consistent adult behaviour
- Meet and greet each child personally, with a handshake or other greeting
- Explicitly discuss, explain, teach, reinforce, and model our three rules:
Ready - Respect - Safe
- Use Stepped Sanctions, calmly and sequentially, to deal with all disruptive or inappropriate behaviour, giving appropriate response time
- Follow up the inappropriate behaviour personally, engaging the child in reflective, structured dialogue.

Rewards

The school 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.

Examples of expected excellent behaviour are rewarded in a variety of ways:

- Staff congratulate children
- Staff give children house points
- Each week we nominate children who have shown good qualities in their work or socially to be rewarded by the Head teacher in our awards assembly.
- We distribute badges and/or house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes are fully involved in our awards assembly where we celebrate each other's successes
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Weekly class 'Circle time' sessions celebrate the achievements of pupils both academically and socially and also act as a forum for discussing class/school rules and the school ethos. The school encourages pupils to live by the agreed school rules and to take individual responsibility to enforce them, and to ensure a safe and positive learning environment. All staff at the school are aware of our positive behaviour ethos and follow our positive behaviour framework

We recognise that, for most children, praise is more valuable than prizes, and praise that reaches home is more valued than praise that stays within school.

Sanctions

At St Mary's, sanctions are, in principle and in practice, restorative and redemptive rather than retributive or punitive. The aims of the sanctions are to:

- enable expected behaviour and learning to continue immediately
- maintain a focus on learning
- restore positive relationships
- reinforce positive behaviour
- enable the child to understand the consequences of their choices
- enable the child to demonstrate expected behaviour in the future.

Sanctions for inappropriate behaviour are presented and enforced as objective and inevitable consequences of that behaviour. They are not personally or subjectively imposed by adults. The responsibility for behaviour and its consequences lies with the learner. We promote and demonstrate the principle of:

your choice - your behaviour - your consequences - your responsibility.

The following practices ensure an effective and consistent response to inappropriate behaviour:

- Stepped Sanctions are followed
- sanctions are applied by the adult dealing with the child
- sanctions are followed up by the same adult
- restorative conversations follow, using scripted interventions.

Stepped Sanctions

- Reminder
- Caution
- Move within the classroom
- Move to another class
- Refer to senior member of staff

The role of the Class Teacher

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and with the procedures in our Restraint Policy.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher. Small Step Targets may be drawn up to help pupils who have persistent behaviour issues. The targets will contain objectives aimed at tackling the root source of the behaviour in a positive manner. These objectives must be achievable and reviewed regularly. This plan will be discussed with the pupil and the parents to ensure a strong Home-School partnership.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

An important aspect of education is encouraging social awareness. Children are expected to conduct themselves in a sensible manner with due regard to other people with the emphasis upon self-discipline. Care for other people and their property is encouraged. Parents' support in this is expected.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal complaint can be instigated, or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Most exclusions are of a fixed term nature and are of short duration. The Welsh Government allows the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governing Body have established arrangements to review promptly all permanent and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term. The Governing Body have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent wishes to make representations.

Following exclusion parents are contacted immediately where possible. A letter will give details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. Work will be provided for the duration of the exclusion.

The Head teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.