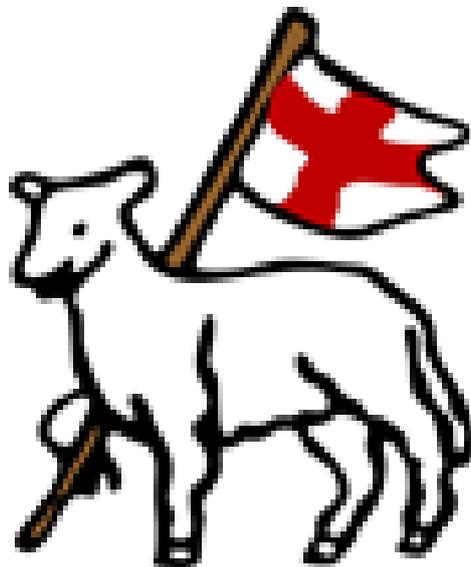


Ysgol Gynradd Cwmnedd Primary School



Positive Behaviour Policy



Article 3: Everyone who works with children should always do what is best for each child.

Article 12: Your right to say what you think should happen and be listened to

Article 28: Your right to learn and go to school.

Article 29: Your right to become the best that you can be



Positive Behaviour Policy

**The following policy has been written in consultation
with all staff and has been agreed upon by the Governing Body.**

Date of agreement: 20th November 2018

Signature of Chair of Governing Body:

Date of review: 20th November 2020

Introduction

At Cwmnedd Primary School we like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow emotionally, socially, personally and academically and this policy is concerned with promoting positive attitudes to behaviour.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they are supposed to do and when they are consistently encouraged to do it.

In order to establish a safe and supportive environment the children need to have an understanding of the need for clearly defined boundaries and rules.

We have adopted the principles of positive behaviour management as recommended by The Elton Report and Lee Canter & Marlene Canter's 'Assertive Discipline'. This style of behaviour management is recognised as the key to establishing and maintaining good discipline and behaviour. Positive behaviour is rewarded with attention and praise and our staff are committed to 'catching the children being good'.

Aims of this policy

- To raise self esteem and help children to build positive self-image
- To create a caring and supportive environment
- To recognise and praise good efforts made
- To respond appropriately to children's individual needs
- To provide a stimulating and enriching curriculum that demands full participation
- To define acceptable standards of behaviour, and the rewards and sanctions associated with such behaviour
- To ensure consistency

What do we mean by good behaviour?

At Cwmnedd Primary School we have a clear set of routines so that the children know what is expected of them at a given time. Our belief system for appropriate behaviour is supported by clear rules and consequences, which are regularly shared with the children and prominently displayed in all classrooms. Our current policy was written in consultation with our children.

Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who struggle to make the right choices with their behaviour.

What do we mean by discipline?

Discipline is **not** control of children – many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to teach self-discipline and self-regulation. We believe that discipline is about leading by example, guiding, encouraging and instructing children.

We have many systems set up across the two phases of the school (Foundation Phase and Key Stage 2) to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age of the child, in order to highlight positive behaviour and raise children's self-esteem.

SEAL is timetabled in each class, and forms part of whole school assembly. Circle Time is also used where appropriate, and this is a forum for the class to discuss issues that are causing them concern. This might include bullying, friendships; playground disagreements, etc.

Each class establishes its own set of rules during the first weeks of the academic year (the 'Class Charter'). They are positively written, fair and certain. Although each class will have differently worded rules, they will all reflect the school's Tri Rheol Aur/Golden Rules and will be based around the rights and responsibilities of the individual.

The class rules are displayed in each classroom and set reasonable limits to children's behaviour and make expected behaviour clear in advance.

'**You OWN your OWN behaviour**' is what we teach the children to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Three Golden Rules/ Tri Rheol Aur

We have three school rules, which are all inclusive, positively written and cover all aspects of behaviour. We believe that a small number of rules makes them easier to remember, and the impact of them greater.

In Cwmnedd Primary School, we always:

- **Keep our hands, feet and unkind words to ourselves.**
 - **Listen to the person that is speaking.**
 - **Follow instructions immediately.**

In Cwmnedd Primary School, we look after everybody and everything.

Our rewards for following these rules are:

Praise and encouragement; Stickers; Dojo Points; Rewards assemblies; Certificates; Good news to parents

Consequences

At Cwmnedd Primary we feel it is important to have consistency for helping children who have difficulty with finding the right behaviour. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. Where rules are not followed we implement the following progressive system:

Foundation Phase

1. Have a verbal reminder of the rules;
2. Have time away from the group to reflect (with staff);
3. Miss 5 minutes of your playtime;
4. Miss all of your playtime;
5. Speak with Miss Harwood.

Lower Key Stage Two

1. Have a verbal reminder of the rules;
2. Have time away from the group to reflect (with staff);
3. Miss 5 minutes of your playtime;
4. Miss all of your playtime;
5. Speak with Miss Harwood.

High level behaviour- Disrespectful behaviour towards an adult or fighting - Miss 2 consecutive play times.

Upper Key Stage Two

1. Have a verbal reminder of the rules;
2. Have time away from the group to reflect (with staff);
3. Miss all of your playtime;
4. If the same behaviour continues (during same day) miss your next playtime;
5. Speak with Miss Harwood.

High level behaviour - Disrespectful behaviour towards an adult or fighting - Miss 2 consecutive play times.

Your parents will be contacted if your behaviour continues to be inappropriate.

Fresh Start: although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. No part of this sanction system is carried over to the next day.

Incidents of poor behaviour are recorded using SIMS behaviour management system. Incident/Bullying logs are used to record exceptional incidents. (See Anti-Bullying Policy). All incidents must be relayed to the Headteacher.

Occasionally a child's behaviour may require the class teacher to dedicate time above and beyond that which they would normally spend dealing with disruptive behaviour, and this in turn may affect the learning of other children in the class. When this happens, along with persistent loss of playtimes and referrals to senior teachers, it may result in the child being placed on an Individual Behaviour Plan (IBP). The purpose of an IBP is to target specific areas of the children's behaviour in order that they can achieve positive outcomes in small steps, and their efforts are recognised and rewarded in a way that will work best for the child. The IBP may also pass between school and home so that parents/carers are regularly updated on their child's behaviour successes.

Extreme behaviour

From time to time, a child's behaviour may be extreme. In some cases, extreme behaviours in some individuals would already be known to staff and there would need to be a Positive Handling Plan in place for this child to detail how to positively handle them. In such instances, Physical Intervention may be required to prevent injury to the child or other children or adults.

All staff (Teachers and Teaching Assistants) are trained using Team Teach, and this is updated every three years. All staff are trained to deescalate situations and to deal with extreme behaviour in a calm manner. Staff are trained in Emotional Coaching and have been given tools by which to speak with children.

The use of Physical Intervention is a last resort. Where physical intervention must be used, staff must complete the appropriate paperwork to record the incident as soon as possible after the event and must convey the situation to the Headteacher or Deputy Headteacher immediately (See Appendix for paperwork). Where Team Teach strategies have been employed, paperwork must be sent to the Local Authority and physical intervention incidents logged monthly via email.

Restorative Practices

All staff understand that behaviour is redeemable. Should a child be subject to consequences of poor behaviour choices, they will need to reflect on what has happened and what can be done to prevent this happening again. Staff will engage with pupils using a reflective approach to deescalate a situation.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions (WALT), understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Every class employs an emotional check-in for the children to engage with every day. This is used as a means of establishing how children are feeling, and where potentially staff could intervene to help resolve any worries or concerns before there is an escalation.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to 'on-task' behaviour. Materials and resources should be arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Fixed and permanent exclusions (see Appendix for WG Circular 081/2012 – Exclusion from Schools and Pupil Referral Units)

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for fixed periods, for up to 45 days in any school year. The head teacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately giving reasons for the exclusion and informs the parents how to appeal.

The Head teacher informs the Local Authority (LEA) and the Governing Body about any permanent exclusion, and about any fixed exclusions beyond 5 days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a Discipline Committee whose role is set out in strict guidelines whenever a child is excluded from school.

Play time and Lunch time behaviour management

At play time and lunch time Y Tri Rheol Aur are upheld by staff on duty, and persistent disruptive behaviour will be referred to a senior member of staff.

Additional Learning Needs

In exceptional circumstances, where a pupil with Additional Learning Needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of strategies will be agreed between the school and the pupil's parents. Our ELSA's may be used to support learners with ALN where an emotional check-in may be needed.

Roles

The Role of School Council and Pupil Voice

The School Council consists of children from Year 1 to Year 6. All classes have two elected members on the School Council, one male and one female representative. School Councillors have their photographs on the School Council board so that they can be identified throughout the school. As part of their duties the School Council discusses particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school.

All Year 6 pupils are prefects and support teaching staff to instill good conduct in pupils, and carry out their duties on a rota basis.

Our School Council and Mini Police also promote and spread a positive message about behaviour.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents receive good news about their children, as well as keeping them informed of any incidents.

We inform parents of the Tri Rheol Aur annually.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use the sanctions set out to address any undesirable behaviour of 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. The head teacher may then be involved and, if the concern remains, they should contact the Chair of the Governing Body. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We feel that all the above is most effectively achieved when we work in **partnership** with parents.

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion.

Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Positive Behaviour Policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

All staff at Cwmnedd Primary are aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Staff are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Tri Rheol Aur are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of the Governors

The governing body has the responsibility of setting down 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.

The Role of the Head teacher

It is the responsibility of the head teacher 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 has the responsibility for giving fixed-term exclusions 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.

Monitoring and Review

The monitoring of this policy is the responsibility of the Senior Leadership Team. They also support colleagues in this area, keeping staff informed about current developments and providing strategic direction and support.

This policy will be monitored annually and reviewed in line with the policy review cycle.