

Awel Y Môr  
Primary School



Policy for  
Positive Behaviour

Discipline and Behaviour at Awel y Môr Primary School is based on the Incredible Years strategy (see attached documents for further information).

This promotes positive attitudes towards behaviour and is founded on praise and rewards. The child makes a choice about their own behaviour based on rules, rewards and consequences.

Good discipline is a vital part of school life. It promotes learning and successful interpersonal relationships. Every member of staff, every pupil and every parent must be made aware of, involved in and supportive of the school discipline policy in order for it to succeed. The help and support of parents is vital and all members of staff have responsibility for maintaining the school policy at all times.

### **Aims and Objectives**

1. To make school an interesting, enjoyable, safe, secure, and caring environment for children's' learning.
2. To develop and foster mutual respect between adults and children, children and children and adults and adults.
3. To build up self-esteem and self worth by developing positive attitudes.
4. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to deal with behaviour problems.
5. To provide effective discipline for effective learning.
6. To provide an appropriate form of behaviour for self-control and taking responsibility for their own actions.

### **Discipline Strategy - Classroom**

The whole school has adopted the two following rules:

1. Be Respectful
2. Be Responsible

Classroom rules are then developed in partnership with the pupils at the beginning of term. These rules fall under the umbrella of the two school rules. This clarifies the behaviour expected from pupils and what they can expect in return. Class charters in line with RRS are used to promote positive behaviour and encourage children to take responsibility for their behaviour and see how it affects others.

Article 2- All children have these rights no matter what. All children should be treated equally.

Article 4- The Government should make sure all children and young people get these rights.

The aim is to have a fair, consistent way to establish a safe, orderly, positive learning environment where teachers can teach and children can learn.

The classroom discipline plan stresses positive recognition, encourages responsible behaviour and raises self-esteem.

### **Positive Recognition - Individual**

Individual positive recognition includes:-

- Praise
- Star of the Week
- Stickers
- Certificates
- Text message home to parents
- Comments in your books
- Your work will go on display
- Opportunities for greater responsibility
- Helpwyr yr Dydd
- Class Treats
- Special outings

### **Positive Recognition - Whole class**

The class wide positive recognition system rewards the entire class. It motivates children to learn a new behaviour or to work on a problem behaviour. It shows children how important it is to work together to achieve a common goal.

All classes have a Dojo account. Pupils are awarded points for positive behaviour. Staff are encouraged to use this as an incentive for whole class positive behaviour. Positive recognition can

- Free time
- Free choice
- Art, craft or project
- Extra P.E. time

- Extra play.

## **Consequences**

At Awel y Môr Primary School we show children that we care enough to let them know that certain behaviour is not acceptable. We teach them that inappropriate behaviour carries with it very real consequences.

### **Step 1: Warning**

### **Step 2: Thinking Zone in your classroom to reflect on how you can make things better.**

- Nursery – 2 minutes
- Foundation Phase and Year 3 – 5 minutes
- Upper Key Stage 2 – 10 minutes

*Once step 2 has been reached you can go back to step 1. But you can only reach step 2 up to two times in one session.*

### **Step 3: Miss the next playtime.**

- *Your class teacher will speak to you parents at the end of the school day about your behaviour and discuss what you can do to make it better. Each session (morning/afternoon) will start afresh.*

*However, if you miss one playtime and you reach step 3 again on the same day you will go straight to step 4. At this point pupils may also be sent to a senior member of staff such as the deputy head or TLR holder.*

### **Step 4: Sent to Mr Greasley**

*If you are sent to Mr Greasley twice or more in one week you will go straight to Step 5.*

### **Step 5: Your parents, Mr Greasley and yourself will meet to discuss a behaviour plan.**

- The behaviour plan will last for 2 weeks.
- Targets will be set for you to achieve.
- A behaviour record will be sent home at the end of each day during this period.

#### **Step 6: Possible fixed term exclusion from school.**

#### **Early Intervention**

All children who are identified as 'having behaviour difficulties' will be referred to the Headteacher and SENCO immediately.

The Headteacher and SENCO will then decide if the children need to have a personalised behaviour plan or be referred to the Educational Psychologist service / inclusion service and what further action is required with agreement of parents.

#### **Staff Responsibility**

It is important that staff maintain the schools discipline message not only by what they say but also by what they do.

Discipline will be actively promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building
- Accepting responsibility for all pupils, not just those in their class
- Sharing problems and successful strategies for dealing with them
- Having common standards of discipline
- Always informing parents of punishment given.

#### **Sending Children to the Headteacher**

All staff are actively encouraged to send pupils to the Headteacher to share and celebrate achievements, progress or acts of kindness.

#### **Conclusion**

Awel y Môr Primary School transmits its discipline message in many ways.

1. On paper by letter or brochure

2. By the actions of the staff to pupils, parents and each other

3. By the way that pupils and staff are perceived within and by the community.

All adults – staff, governors, parents remember actions, words and behaviour send important signals about discipline to our children. They speak louder than any rules, sanctions or rewards about what discipline standards really are and what the ethos of our school is all about.

Mr S Greasley

Headteacher Reviewed: November 2020