



Positive Behaviour Policy

2017-2020

Chair of Governors: _____ Headteacher: _____

Date: _____ Date: _____

Introduction

Positive behaviour is necessary to provide a safe, welcoming and stimulating environment where everyone feels they are a valued member of the school community with an important contribution to make.

The whole issue of positive behaviour is bound tightly to that of relationships. This simply means that where teachers treat children consistently with respect, listening carefully to what they have to say, giving value and credibility to them and their ideas, the results are more likely to be positive.

The school's approach is positive where good behaviour, manners and courtesy will be encouraged and openly acknowledged. We see children's education as a partnership between home and school. We therefore present this policy as a balance of rights and responsibilities for children, parents and staff.

The school has an "open door" policy with the parents, which helps us to enhance our understanding of the children, and establishes trust for the benefit of the child and the feeling of warmth and well-being in the school.

Aims

- To maintain a happy and secure environment in which children can learn and teachers can teach without fear of disruption.
- To create an emotionally literate school with a warm rapport between all adults and children and so providing role models of how to speak and act courteously.
- Value the views of others and respect each other.
- Motivate children to be self-disciplined through their own positive expectations.
- Develop trust, respect and honesty towards all members of the school and wider community.
- To recognise the differences between right and wrong.
- Encourage children to be patient, caring, helpful, courteous and polite.
- Make our expectations of behaviour in and around school consistent, clear and achievable and understand the need for agreed rules and their place in our school community in order to facilitate this.
- Behave in a manner that is appropriate to the situation.
- Provide efficient supervision of children in corridors, toilets, diner halls and playground.
- Respect the school environment and the property of others and extend this respect to the local and global environment.
- Ensure that children are given the opportunity to be heard fairly.
- Operate a consistent system of rewards and sanctions to promote and celebrate positive behaviour and involve parents where appropriate.

Consistent strategies that can be used by all school staff to address behaviour which impedes teaching and learning

(Developed by Rachel, Jon & Rhys (SC))

- A consistent reward system that is VISIBLE in every class.
- Positive language to promote positive behaviour with the learners.
- School rules for all pupils and classes
- To positively promote the use of Learning Muscles
- Consistent use of sanctions – warnings and consequences
[SC felt that having the same consequences, which are fairly applied would improve behaviour]
- All staff to actively follow the school behaviour policy
- All staff and learners have a collective responsibility for behaviour – we need to instil and model high expectations.

Playground Activity Leaders – PALS (Lunchtimes).

- If pupils are constructively occupied in enjoyable activities, there will be fewer opportunities for challenging behaviour in the yard.
- Selected Year 6 pupils will be trained as PALS and it will be their role to distribute equipment and organise games for year groups (Timetabled) to keep pupils occupied.
- An area of the yard will be zoned off for these activities and the PALS will collect in the equipment after lunchtime has finished.

Playground Mediators.

- Selected Year 5 pupils will be trained as “Peace Makers” to manage conflicts that arise in the playground.
- They promote their roles during whole assemblies.
- They will wear high visibility jackets and they will have a role in trying to diffuse situations that arise between pupils. The children involved will be sent to the Mediators by the teachers on duty or may come in voluntarily. They will explain the situation which the Mediators will record in their Incident Book and try to resolve the problem.
- If the mediators fail to resolve a problem, they may call on the assistance of the class teacher. Should this not resolve the issue, then a member of the Senior Leadership Team will become involved.

Expectations and responsibilities within the School

Children

School has a central role in children’s social and moral development just as it does in their academic development. Children have a right to:

- Feel good about themselves.
- Be educated with access to a rich, interesting, varied and balanced curriculum.
- Feel safe and secure in a school free from verbal or physical abuse.
- Be listened to by the staff of the school and have problems dealt with fairly.
- Learn and play in an attractive environment.

We are Aiming for Excellence – Whole school rules

(Developed by Sian, Jane & Jacob & Anwen (SC))

- Be helpful, kind and friendly.
- Treat everyone with respect.
- Use good manners. Be polite to everyone in our school at all times.
- Walk sensibly and silently around the school.

Parents and carers.

Parents and carers have a right to:

- Expect their children to be educated to their full potential within an environment that believes in equal opportunity.
- Expect their children to be listened to by the school staff and be treated with respect.
- Be kept fully informed of their progress and consulted if any problems arise.
- Be kept informed if their children are absent without explanation.

Parents and carers have a responsibility to:

- Support the staff in their task of educating children by encouraging hard work, good behaviour, punctuality and regular attendance.
- Keep in touch with their children's progress through attending Parents' evening.
- Let the school know of any problems that arise so that they can be dealt with appropriately.
- To communicate with the school to explain any absences.

Teachers and other staff.

Teachers and other staff have a right to:

- Be free to teach and care for children to the best of their ability without disruption.
- Expect co-operation and respect from the children in their care.
- Full support from parents and carers in carrying out their job.

Teachers and other staff have a responsibility to:

- Ensure they treat all children fairly and equally regardless of age, gender, race, ability and disability.
- Ensure that pupils are valued as individuals and feel safe and secure at school.
- Ensure relationships are based on kindness, respect and understanding of the needs of others.
- Promote through example the virtues of honesty and courtesy.
- Provide a rich, interesting and well planned curriculum.
- Keep parents informed of their children's progress and consult them if any problems arise.
- Adapt their teaching accordingly to ensure that all children are able to access the classroom environment and curriculum.

Whole school rewards and sanctions

(Developed by Roger, Sally & Caitlin & Roshan (SC))

Sanctions

- Verbal warning
 - Book warning
 - Book class – advantage of written record for teachers
 - Miss 5 mins break time - once
 - 5 mins break time - twice stay in with class teacher or teacher on duty
 - 5 mins break time – three times
- (Once a child has spent 3 lots of 5 mins he/she moves up to the next stage.)

Wet playtime scenario – SC suggestion – remove from class and sit outside staffroom

- Sent to another member of staff – either phase
 - Sent to team leader (behaviour char) class teacher to set up and monitor
 - AHT, DHT
- Parents informed*
- HT (Very serious)

Rewards

- Dojos across the school (<https://www.classdojo.com>)
 - These are not removed from the child once given.***
- 3/4 HPT – specific behaviours / attitudes / learning muscles
- 3/4 Class specific – no reports to parents
 - SC – Teacher may want to reward the desired behaviour (indicated by target number of Dojos) with giving the class some free time/extra play, etc.*

Phase out Dojos for Y5/6 early to encourage adopting of desired behaviours for own sake (as part of VL)

Involvement of other agencies, e.g. Educational Psychologist, Behaviour Specialist Teaching Team, Cardiff Against Bullying (CAB) or the Education Welfare Service (EWS). The school's inclusion leader will be involved and where necessary IBPs produced.

In the most serious of cases, the headteacher / chair of governors will make the decision to implement a Fixed Term Exclusion for a pupil and in the most serious breaches of safety a Permanent Exclusion.

Examples of unacceptable behaviours

- Verbal (swearing, name calling)
- Physical
- Vandalism
- Graffiti
- Not adhering to school / class rules
- Poor behaviour on school trips
- Anti-social behaviours, e.g. being discourteous, unkind, aggressive
- Discriminatory behaviour (e.g. being racist, sexist)

Rules and routines for movement around the school

(Developed by all staff on working party & SC (Caitlin scribe))

- Walk on the left hand side
- Walk in single file when moving around the school
- Show good manners when passing through doorways, eg standing to one side
- Greet each other in Welsh
- Close lockers if you see them open
- When dismissing from class consider the locker positions to ease congestion
- Ensure all outside doors are closed

Sequence to dismiss from halls		
Foundation Phase	Key Stage 2	
1. Cath Davies	1. SRB	
2. Caroline Norton / Anna Kosaner	2. Jim Fitzpatrick / Natalie Nelson	2. Michaela Sherlock
3. Helen Alldred	3. Megan Stanley	3. Roger Ings
4. Alison Hobbs	4. Rebecca Cale	4. Kay Haskell
5. Sally	5. Amanda Nicholson	
6. Kate	6. Jane McGirr	

Physical behaviour must be dealt with in the most appropriate manner. Where possible the school will use positive approaches to resolve the situation, however, in the most extreme circumstances where the pupil causes harm to themselves, others or school property, we will have no option, but to use reasonable force, in order to safeguard the pupil and those around them. The Local Authority's agreed approach in this situation is Team Teach. The school has appropriately trained staff who are able to use the physical strategies.

Associate Policies

- The use of reasonable force.
- Anti-bullying.
- Equality Policy and action plan.