



## Positive Behaviour Policy



Review Date	Signed		Date
Autumn Term 2024	Headteacher:	<i>Mrs J. Kucia</i>	11/23
	Chair of Gov:	<i>Mr H Davies</i>	11/23

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# Abernant Primary School Positive Behaviour Policy

*All children have the right to be safe (article 19, UNCRC).*

*All children have the right to get help if they are hurt, neglected, or treated badly (article 39, UNCRC).*

## Rationale

*Abernant Primary School is committed to ensuring that all students learn appropriate behaviour that will support them in learning to lead their lives. We aim to provide a consistent and coherent approach that begins with students in Nursery Class and continues through the school. All involved in the school, students, parents and teachers, support an approach based on positive reinforcement that values each individual, using rewards and role models to nurture desirable behaviours.*

## Aims

*At Abernant Primary School we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed. Specifically, we aim to:*

- create a harmonious and effective working environment for staff and pupils at the school where respect for others is an integral part of every interaction;*
- set the boundaries of acceptable behaviour;*
- provide orderly conditions in which the pupils at Abernant Primary will learn to give of their best;*
- develop individuals who are able to think for themselves in a responsible way;*
- ensure consistent practice that develops the collective responsibility of pupils, teaching and non-teaching staff at Abernant Primary; and*
- ensure the safety of pupils and staff.*

## Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Abernant Primary the teaching and support staff shall:

- ensure that the values of the school and its rules are apparent in the day-to-day life and management of the school;
- keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies;
- recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school;
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures;
- be alert to bullying, sexist behaviour and racial harassment and to act accordingly;
- ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management; and
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour.

This will be demonstrated through all staff displaying the following behaviours. They shall:

- Maintain high expectations and make them clear to the pupils;
- Apply rules, routines, sanctions and rewards consistently and fairly;
- Maintain mutual respect and use language in a positive and constructive way;
- Avoid over-reaction and confrontation;
- Display a range of approaches based on the best pedagogy and practice;
- Adopt a positive approach to problem solving; and
- Act as role models demonstrating behaviour based on an appreciation of the values and beliefs that underpin the ethos of the school.

## Children's Responsibilities

All children with disabilities have the right to the best possible life (article 23, UNCRC). Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

We expect our children to:

- accept responsibility for their actions and behaviour;
- have care, consideration and respect for other children, adults and property;
- be co-operative, collaborative and sharing;
- be independent;
- behave appropriately in different social contexts; and
- value their own achievements and take pride in the school.

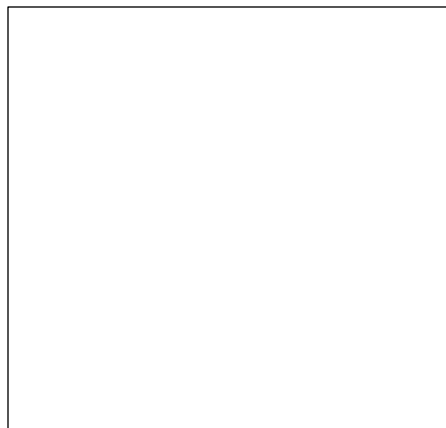
## Parental Responsibilities

It is recognised that, generally, children who have supportive parents are successful and well behaved in school. In order to achieve our aims we need strong positive support from parents. We therefore expect parents to:

- tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school;
- conform to and support the school rules and expectations. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour; and

## RULES - School Rules

Our school rules are:



*These rules are talked about regularly in whole school assemblies and in classes when appropriate and deemed necessary.*

### RULES - Class Rules

*All children have the right to give their opinions freely on issues that affect them. (article 12, UNCRC)  
In the first fortnight of the Autumn Term each class works collaboratively to create a set of Classroom Rules or Class Contract. These are agreed by all class members and displayed in the classroom. They are regularly referred to and used to reinforce our School ethos and expectations.*

### Rules for travel to and from school

*In line with guidelines issued by the Welsh Government the school recognises that pupils should be made aware of appropriate behaviour on journeys to and from school.*

- *Always respect others, including other learners, drivers and the public.*
- *Always respect vehicles and property.*
- *Always be polite.*
- *Always put litter in a bin or you pocket/bag until you get home.*
- *Always obey the law.*
- *Always behave well throughout your journey.*
- *Always cross the road safely and sensibly.*
- *Always travel by a safe route.*

*Pupils should have the right:*

- *To be safe when travelling.*
- *To be treated fairly and with respect.*
- *To tell someone if somebody or something is causing you problems.*

### Rewards

*Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways.*

#### Classroom Rewards

- ✓ *Praise to individual from staff member*
- ✓ *Praise in front of classmates*
- ✓ *Teachers have a variety of stickers, stamps, stars, certificates, etc. with*

which they reward children for good work and behaviour. Each teacher is at liberty to determine his or her own system for administering these rewards.

- ✓ Written remarks on work

### **Rewards beyond the Classroom**

- ✓ Visit to previous teacher or member of the Senior Leadership team for praise
- ✓ Visit to Headteacher who gives praise, stickers or certificate
- ✓ Show work in Assembly
- ✓ Named as Star of the Week in Assembly and issued with a Star of the Week Certificate. Every week one/two pupils in each class is identified by the class teacher, this could be for:

What we value in learning award!

- Being persistent minded
  - Using different ways of thinking
  - Asking questions
  - Embracing challenge
  - Being co-operative
  - Using a growth mindset
  - Being efficient
  - Has a want and love of learning
- ✓ We also have our “Soar for four” rewards in our assembly for:

What we value in being a good citizen award!

- Being Responsible
  - Being Respectful
  - Being Tolerant
  - Being Determined
- ✓ Work shown to parents - sometimes a copy can be made to take home

## Sanctions and Strategies

Throughout the school the teachers use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- agreeing the classroom rules with the children on a regular basis, making sure that the rules tell the children what to do rather than what not to do.
- ensuring the children are aware of the consequences of their actions; agreeing sanctions and rewards, making sure they are applied consistently.
- using the rules to reinforce what is expected of the children in the class
- encouraging children to take on responsibility e.g. Helpwr Heddiw, prefects, Young Leaders, members of 1 of the many councils within school
- discussing behavioural issues through regular circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...', etc..

A possible progression of how an issue can be dealt with is outlined below. Obviously, incidents may occur whereby stages are omitted depending upon the seriousness of the incident.

### Stages

1. Staff member

### Possible Action

- ✓ Non-verbal e.g. body language
- ✓ Verbal discussion of inappropriate action
- ✓ Removal from activity
- ✓ Taken to senior member of staff or Headteacher to discuss behaviour if deemed appropriate

2. Class Teacher

As above, plus:

- ✓ Loss of privilege e.g. choosing time, breaktime, etc.
- ✓ Teacher/child interview
- ✓ Some task that reinforces better behaviour

- |   |   |
|---|---|
| 3. Informal discussions between parents and class teacher | <ul style="list-style-type: none"> <li>✓ Inform Headteacher</li> <li>✓ Contact parents/guardians and invite in to discuss behaviour with pupil present if possible. Building in 'report back' sessions - may be weekly, monthly, etc</li> <li>✓ 'Undo' what they have done.</li> <li>✓ Logging successes</li> <li>✓ Removed from class for short periods</li> </ul> |
| 4. Informal warning from Headteacher                      | <ul style="list-style-type: none"> <li>✓ Interview with parents</li> <li>✓ Instigation of support programme</li> <li>✓ Lunchtime exclusion</li> </ul>   |
| 5. Formal warning from Head Teacher                       | <ul style="list-style-type: none"> <li>✓ Parents present at interview</li> <li>✓ Advice sought from Behaviour Support Service</li> </ul>  |
| 6. Temporary exclusion.                                   |   |
| 7. Permanent exclusion.                                   |   |

Children who are consistently badly behaved or who commit what the Senior staff consider (in their professional judgement) to be a serious offence will be considered in relation to the behavioural assessment chart that forms Appendix 1 at the rear of this policy. This also provides further information regarding exclusion processes and procedures.

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE AFTER A SANCTION HAS BEEN USED.

A CHILD SHOULD APOLOGISE FOR POOR BEHAVIOUR

### Playground Management

In addition to the methods outlined previously, we have strategies to promote good behaviour on the playground. These include:

- Playground equipment so that children have something to play with.

- *Young Leaders organise games and/or activities.*
- *Criw Cymraeg organise Welsh games and/or activities.*

### Managing Difficult Behaviour

*Unfortunately, some children do not conform to the expectations of behaviour or respond to the positive and negative behaviour management outlined above. In such circumstances further strategies need to be employed by the school. These will necessarily include the involvement of senior managers of the school and possibly the parents.*

*Senior staff will always be involved in incidents involving:*

- *Fighting/Agression/Violence*
- *Swearing at or showing a bad attitude towards an adult*
- *Racism*
- *Bullying*
- *Stealing*
- *Inappropriate sexualised behaviour*

### Informing Parents

*Parents will be informed by telephone, in person or in writing if an incident has occurred in school that, in the professional judgement of the staff has significantly broken the code of conduct implied by the school rules. Class teachers or school managers may instigate this communication. Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss ways of managing behaviour.*

*Where there is an ongoing problem with a child there will be an ongoing dialogue between school and home.*

### Monitoring Poor Behaviour

*Where a child has significant behavioural problems it is important to keep a record of the nature and frequency of the incidents in order that the child's problems can be analysed and addressed.*

*Information is regularly reviewed where an issue is ongoing.*

### Strategies for Tackling Behaviour Issues

Strategies used to meet the needs of children with behavioural problems will necessarily be specific targets, rewards and sanctions (a behaviour 'contract' or Individual Behaviour Plan). Such children may well be put onto the school's ALN Profile. The partnership between home and school is vital to the success of any behavioural management plan with a combination of rewards and sanctions and a consistent approach being maintained. Through the class teacher and management team of the school we can offer intervention strategies such as Circle Time, Thrive and further pastoral support for children who are experiencing emotional difficulties, or refer the matter on to outside agencies who can offer professional counselling and support.

### Additional Learning Needs

At Abernant Primary we recognise that some children need additional support with their behaviour. We identify these children as early as possible and provide support in the form of Individual Education/Behaviour Plans, specific targets, and working closely with the parents, ALN Co-ordinator and outside agencies.

Whilst we cannot be seen to condone children breaking the rules we recognise that it is necessary to modify our behaviour management strategies according to need.

### Support Agencies

Advice and assistance will be sought from the LA with regard to provision, health and safety and staff training. The Educational Psychologist assigned to the School may also be asked to provide, support and advice. Other organisations, including the Behaviour Support Service will be approached and used as deemed appropriate and necessary. Specific members of teaching and support staff have completed Team Teach training organised by BSS in order to deal with behaviour in a safe and trained manner.

### Exclusions

A child who is a danger to themselves, other children or staff, or who persistently stops other children from learning may be the subject of a formal exclusion.

The School follows the guidelines set by the Welsh Government for school exclusions.

While a child is excluded they should not come into the vicinity of the school. Their class teacher should set the child work. When the child returns to school an effort should be made to help the child catch up with any work missed (where possible). The child should be given a fresh start so that they have a chance to redeem themselves and this should be communicated to the child.

Parents will be informed in writing of the reason for the exclusion and provided with contact details for the governors, the LA and the Headteacher. Agencies and organisations e.g. SNAP Cymru can provide invaluable support.

### Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The headteacher 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 annually. They may, however, review it earlier than this, if the government introduces new regulations, or the governing body receives recommendations on how the policy might be improved.

*This policy has been approved by the G.B. on November 17<sup>th</sup> 2023 (Date)*

*Signed: (Head Teacher) Mrs J. Kucia*

*Signed: (Governor) Mr H. Davies*

*This policy will be reviewed 2025*

