



	Date Adopted	Review Date
Policy	Aut 2024	Aut 2026
Procedure		
Information		

Positive Behaviour Policy

At Bryncethin Primary, we aim to create an ethos where every member of the school community feels valued and respected and where 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.

As a Rights Respecting School, we promote the values and principles of the United Nations Convention on the Rights of the Child (UNCRC). This policy promotes and enables children to access Article 29: The right to be the best you can be.

The aims of this policy statement are:

- To promote an environment where everyone feels happy, safe and secure
- To ensure that all children are treated fairly and that all staff apply this behaviour policy consistently
- To make all members of the school community aware of the UN Convention on the Rights of the Child and encourage them to behave accordingly

The objectives of this policy statement are:

- To develop children's self-discipline and self-control
- To enable children to be on task with their learning
- To encourage all members of the school community to recognise and respect the rights of others
- To promote core values of honesty, fairness and respect

All members of staff are responsible for the implementation of this policy, employing a strong, whole school approach that ensures people can work together with the common purpose of helping everyone to learn.

School expectations of good behaviour

Children at Bryncethin Primary School are expected to behave in a way that makes it possible for all to learn and enables all staff, teaching and non-teaching to teach and support learning. This means following the school rules which forms part of our positive behaviour plan.

Bryncethin school rules

Children and our community at Bryncethin Primary School behave in a way that makes it possible for all to learn and enables all staff to teach and support learning.

"Caring, Polite, Respectful and Cooperate."

1. Take **Care** of myself, my learning, other people and my school.
2. Be **Polite** and **Respectful** to all.
3. **Cooperate** with everyone, to achieve our best in our school community.

At Bryncethin Primary School we seek to foster good-quality relationships between all children, all staff and parents/carers.

Throughout the school year the class teachers discuss the school rules with each class. School rules are also displayed throughout the school.

If there are incidents of anti-social behaviour, the class teacher discusses these with individual, groups or the whole class at an appropriate time.

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

Staff will expect good behaviour. They will demand and expect positive outcomes.

The school strives to encourage and promote individual achievements, building children's self-esteem.

Rewards and consequences will be consistently applied by all and used fairly and appropriately in each individual situation.

When necessary, the school will access support services i.e Educational Psychology Service, Specialist Outreach Teams, medical support and Educational Welfare.

Rewards

Our emphasis is on rewards to celebrate and reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particular achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We praise and reward pupils for good behaviour in a variety of ways:

- Good to be Green
- Children will receive individual, group or whole class verbal praise from staff for positive behaviour and good work
- A visit to another teacher / headteacher for commendation
- An encouraging comment in the child's book
- Acknowledgement during assembly
- A certificate presented formally (Pupil of the Week /Seren yr Wythnos)
- Reward time
- The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements are celebrated in whole school assemblies.

Class Dojo – rewarding an achievement target

Children are given Class DoJo points as a reward which they record in their classroom.

If a child has earned a Dojo, they can never be taken away from them, even if they exhibit subsequent poor behaviour. We believe it can be detrimental to remove something which has been positively earned as a sanction for other behaviours.

Dojo points are reviewed with the class teacher each week and children are given rewards each half term.

Rewards assembly

Our Awards assembly includes a weekly celebration of the outstanding work and attitudes to learning that pupils have displayed during the week. We celebrate the achievements of children outside of school and award certificates to pupils. A pupil or pupils in each class receive the following certificates:

- Seren yr Wythnos certificate for the use of the Welsh language.
- Pupil of the Week certificate for demonstrating good behaviour, excellent work or positive attitude towards their work.
- Criw Cymraeg awards which are given out in class assemblies each week.

Good to be Green

At Bryncethin Primary we aim for a happy atmosphere where staff and parents / carers work in partnership to provide a caring and stimulating environment in which our children can thrive. As part of this we promote and maintain clear expectations of good behaviour.

In each class there is a Good to be Green wall chart with every child starting the day with a green card, showing that they are "Good to be Green". However, children who make the wrong choices are given a yellow Warning card. If they don't heed the warning and continue to make wrong choices, they are given a red Consequence card.



Bryncethin Primary School

Ysgol Gynradd Bryncethin

What will happen if I misbehave?

...Consequences of poor behaviour

If I misbehave...	I will have a reminder of the good behaviour expected at Bryncethin Primary. REMINDER
If I misbehave again...	I will be reminded about what will happen if poor behaviour continues. REMINDER
If I misbehave for a third time	I will receive a warning card and it will be placed on the Good to be Green chart and I will be reminded what will happen if the poor behaviour continues. I might have to sit away from other children for 5 minutes with a sand timer. I might have to write my feelings down on a special sheet. However, if I choose to behave I can remove the warning card and be green again. WARNING CARD
If after that chance I still carry on misbehaving...	I will receive a consequence card. I am not being fair to my classmates and I am stopping the learning taking place in my class so I will have 'time out' in another class for 5 or 10 minutes. CONSEQUENCE CARD
If after that chance I still carry on misbehaving.	If my behaviour continues on return to my class I will be sent to the head of phase who will then decide on the appropriate consequence.
If after that chance I still carry on misbehaving.	If my behaviour continues after consequences are set by the Phase/Stage leaders. I will be sent to the Headteacher or the Deputy Headteacher who will then decide on the appropriate consequence. The child's parents will be informed.
If all of this happens again and I have another consequence card my parents will be called for a formal meeting with my teacher / Headteacher / Deputy Headteacher.	

Lunchtimes

Supervisory Support Assistants report any behavioural concerns to a member of staff or will feedback any positive or negative behaviour to the class teacher.

Consequences

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. If a child chooses not to follow the school rules there are clear hierarchical consequences that are as follows:

- reminder of school and classroom rules and / or modelling of desired behaviour
- verbal warning
- child relocated to a more appropriate workspace within classroom to encourage engagement
- withdrawal of roles and responsibilities
- loss of part of a playtime
- non-completion of work will result in pupils missing playtime
- 'Time out' / 'Thinking Time' periods during activities
- a child who continues to behave inappropriately may be sent to another classroom until s/he calms down, and is in a position to work sensibly again in their own class
- referral to member of the Senior Leadership Team
- class teacher speaks with parent/carer
- individual behaviour plan initiated for the pupil
- Headteacher involvement
- non-attendance of education; visits and residential sessions if teachers are of the opinion that the child cannot be trusted or constitutes a threat to the safety of themselves or others

Individual Behaviour Plan

Where a pupil is not willing or able to comply with school rules to the same extent as other pupils it may be necessary to devise an Individual Behaviour Plan (IBP). This is a supportive plan, where we support a pupil towards behaving in a more appropriate and acceptable way. Before any IBP is initiated, a member of the schools' senior leadership team will liaise carefully with both the class teacher and pupil and ensure the plan is shared and explained carefully to parents / carers.

Serious misbehaviour

Any incidents of **serious** misbehaviour will not follow the above criteria and the headteacher will be involved immediately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school keeps a variety of records of occurrences of misbehaviour. The class teacher may record minor classroom incidents using an Antecedents (trigger), Behaviour, Consequences (ABC) chart. The headteacher may record incidents where a child is sent to him/her on account of bad behaviour. The school sometimes updates a chronology of misbehaviour using the program MyConcern.

Exclusion

For many children our consequences are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Head teacher when all other options have been exhausted. When children are causing considerable concern a Pastoral Support Plan may be drawn up. This is compiled after seeking advice through a multi-disciplinary meeting.

All working together

As a school we value working collaboratively and in partnership with parents / carers, so children receive consistent messages about how to behave at home and at school.

This positive partnership with parents / carers is crucial to promoting and maintain high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response.

By reading this policy and through discussion with staff parents / carers are aware of the school rules and arrangements and how to support their application. We encourage parents to support their child's learning, and to co-operate with the school. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

We try to build a supportive dialogue between the home and the school. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation and plan an appropriate way forward and potential further disciplinary action will be discussed with the parents.

If the school has to take actions to help a child improving his/her behaviour, parents should support these actions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, and if the issue remains unresolved, the Deputy Headteacher or Headteacher.

A positive partnership with parents is crucial in building trust and developing a joint consistent approach to behaviour expectations and strategies for dealing with problems.

Absences

We monitor class absences and look for specific patterns which could be caused by truancy. If a child is absent we ask parents /carers to contact the school by telephone or email the school stating the reason for their child's absence. This information is then

logged on the attendance register. An initial phone call to parents / carers of absent pupils is made as a courtesy call on the first day of absence. Where there is a cause for concern, such as a series of unauthorised absences, the parent / carer is asked to attend a meeting with the Education Welfare Officer (EWO) to discuss the matter.

Anti-bullying

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school follows Local Authority procedures for the recording and reporting of incidents of bullying

De-escalation and Positive Handling

Physical contact can range from leading a child to safety by the hand, to a child being restrained to prevent violence of injury to themselves or others. There is no legal definition of reasonable force, but it should be the minimum needed to achieve the desired result.

This school adopts the Local Authority's policy in relation to de-escalation, positive handling and restrictive physical intervention. In this respect, the Policy is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013. Our school will ensure that staff who physically intervene with any pupil have had appropriate levels of Local Authority training and advice.

The school will inform parents/carers if and when physical interventions have taken place. The techniques adopted by the Local Authority are those endorsed by the Team Teach system of de-escalation and restricted physical intervention.

Conduct on the school premises

At Bryncethin Primary School we are extremely fortunate and proud to have a very supportive school community. As a school we have clear expectations around the conduct of pupils, parents, carers and visitors to our school.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. Parents should initially contact the class teacher to resolve any concerns. If a parent or carer feels that the situation has not been resolved then they should contact the headteacher who can hopefully go through the issue and resolve it. Where issues remain unresolved parents, carers are asked to follow the school's complaints policy which is available from the school's website or a copy can be requested from the school office.

The Governing Body is keen to ensure that the school is a safe and productive environment for pupils, staff and parents / carers. When communicating with the school the governing body expects that all communication, whether in person or via electronic media, is polite and courteous.

The following actions are considered serious:

- shouting at school staff in person or during a telephone call
- swearing
- sending abusive or threatening communications, including through the use of social media and email

- threatening behaviour
- physically intimidating a member of staff, for example, by physical proximity.
- use of inappropriate hand gestures
- hitting, pushing or any inappropriate physical contact
- spitting

If any of the above occurs then the school will take appropriate action such as contacting the police and / or excluding individuals from school premises.

Review

The headteacher, in consultation with the staff and governing body will undertake systematic monitoring and conduct regular reviews of the behaviour policy. This will enable them to evaluate that the process is effective, fair and consistent. The headteacher will keep the governing body informed.

Signed by Headteacher

Date:

Signed by Chair of Governors:

Date: