

Ysgol Gynradd
Llanfair-ym-Muallt
Builth Wells Primary School



Positive Behaviour Policy

Reviewed and adopted by the Governing Body on 27th September 2023.

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Chair of Governors

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Headteacher

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

POSITIVE BEHAVIOUR POLICY

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property, culture and heritage)
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities, rather than just by punishing bad behaviour
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

An outstanding school is one that can succeed with all learners, not just the compliant ones.

Taken from 'When the Adults Change, Everything Changes' by Paul Dix.

This policy should be read in conjunction with our Anti-Bullying Policy, Safeguarding Policy and Preventing Extremism Policy.

Promotion of a positive learning environment

We expect and reward good behaviour through praise and positive reinforcement. The most effective way of ensuring good behaviour and positive attitudes to school is through the establishment of an effective, positive rapport with children. Important approaches which need to be applied by all staff include:

- Consistently interacting with children in a calm, kind and positive manner. Keep in mind 'the parent on the shoulder' when speaking with children.
- All staff meeting and greeting each other and the children at the start of each day / session
- Picking-up on the positive aspects of individual / group behaviour. Most children like to get attention so it is very important we teach them from an early age that they will receive more praise and reward for doing what is expected

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

- Taking time to ‘notice’ children in our immediate care and in other classes, by taking an interest in their hobbies and interests and showing them that we are available to listen to their worries or concerns.
- Taking account of the individual child’s circumstances which may impact on their behaviour and general wellbeing, e.g. ACES (Adverse Childhood Experiences).
- Avoiding the use of sarcasm and language which belittles children
- Avoiding negative labelling of individuals or groups of children; having high expectations of everyone.
- Using raised voices sparingly; e.g. if there is an immediate health and safety concern as a result of a child’s behaviour.

Reinforcement of a positive learning environment

We want everyone in our school community to be:

- **Ready** – e.g. to learn, to help each other, to keep themselves fit and healthy
- **Respectful** – e.g. to adults, other children, to other cultures, religions, genders, etc.
- **Safe** – e.g. in their use of equipment and resources and in their actions

These are our ‘**3 Golden Rules**’ which everyone in our school knows and understands.

These rules are displayed around school and in every class. Teachers and children frequently refer to them during the course of a school day to reinforce expectations of good behaviour.

The 3 Golden Rules are underpinned by our use of **Class recognition and reinforcement displays** which highlight expected or targeted behaviours and attitudes:

At the end of a session / day, the class will reflect on how well they have achieved the target behaviour, e.g. listening with respect. If most of the children think they have done well, they can add a Fab 50 merit to the class record. If the teacher and / or TA agree they may add a merit. Once 50 merits have been achieved the class gets a reward of their choice.

Individual children may get individual rewards on their Rainbow charts for going ‘**over and above**’ to be helpful, kind, well-behaved or well-mannered.

Assemblies are regularly used to applaud good behaviour, award certificates etc.

As a school we place great emphasis on the development of social skills and we aim to develop these in children and to teach them to care for each other and to resolve disputes in a civilised and amicable way.

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

To this end we promote the use of “Circle-time” / PSE / KiVa / Jigsaw activities which seek to develop positive attitudes to each other and to promote the self-esteem of all pupils. We also use Restorative Justice approaches to resolve disputes and conflicts.

Sanctions and Consequences for Unacceptable Behaviour

Sadly, there will be times when children behave inappropriately or in a way which disrupts their own learning and that of others. Children need to learn where the bounds of acceptable behaviour lie, as this is a part of growing up.

The youngest pupils are taught our expectations of good behaviour through modelling and positive reinforcement based on the ‘Incredible Years Programme for Early Years’.

For pupils in Years 1 to 6 we operate a **3-step approach** to managing low-level disruptive behaviour in class:

3-Step Approach

Behaviour is beginning to disrupt the learning in the class:

Step 1: Instruct child to change / improve behaviour (no more than twice)

Behaviour is disrupting learning in the class:

Step 2: Warn the child that they will need to go to ‘Time Out’ (KS2) / ‘Thinking Time’ (Fn Phase) if behaviour doesn’t improve. Consider moving the child to another part of the class at this point.

Behaviour is causing a great deal of disruption to the learning in the class:

Step 3: Instruct the child to have ‘Time Out’ (KS2) / ‘Thinking Time’ (Fn Phase)

For more significant or prolonged disruptive behaviour, teachers will use the **‘Time Out Management Plan’**. This is aimed at removing the disruptive pupil or pupils from the classroom for a pre-determined period in order to cool-down and reflect on their own behaviour and also allows the rest of the class to carry on with their learning undisturbed.

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

‘Time Out’ Management Plan

All instances of non-compliance which reach the stage where you direct the pupil to ‘Time Out’ / ‘Thinking Time’ must be recorded.

Stage 1

1. This should be in an area where the child can be supervised in class (Fn Phase) or outside class (KS2) if necessary. It should be no longer than 1 minute for each year of the child’s age. The Wellbeing Room may be used if it is appropriate for the child to ‘take a break’ from the classroom environment. Check that someone is able to supervise (TA / Head / SENCO).
2. The work missed should be completed at school or, with the parents’ agreement, at home.

Stage 2

If the child refuses to go to ‘Time Out’ / ‘Thinking Time’:

1. Tell them that you are making a record of this which will be shared with parents / carers.
2. If the pupil becomes seriously disruptive, send for assistance from the HT or senior colleague.
3. Jointly attempt to remove the pupil from the lesson.
4. If this fails, consider moving the rest of the class.
5. If the pupil decides to ignore instructions and ‘absconds’ to a place of their own choosing, the TA should follow and keep an eye from a distance to ensure he / she is safe. If this takes longer than 15 minutes the HT or senior colleague should be called.
6. Remove yourself from the situation if you are under duress, but make sure someone knows what you have done so they can cover you. **Managing pupil behaviour is all our concern and we must support each other.**

If a pupil is having to go to Time-Out on a regular basis the class teacher must inform the headteacher. Parents will then be invited in for a meeting to discuss their child’s behaviour. Steps will be agreed to modify the behaviour (see below).

If there is a consideration that the behaviour might be a result of, or linked to, an underlying Additional Learning Need or as a result of a general Wellbeing concern, the ALNCo will be consulted.

Serious Breaches of our School Rules

Serious Breaches of our Code (we do not tolerate these behaviours under any circumstances and they always result in 10 minutes lost play-time for FP2 / FfG2, 15 minutes’ play or lunch play for Y3/4 and 20 minutes’ lunch play for Y5/6):

- Serious disrespect to any member of staff, e.g. repeatedly answering back, cursing at staff or walking away when being spoken to.

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

- Verbal or physical acts which could result in considerable distress or injury, e.g. threats to harm someone, hitting, punching, kicking, biting, man-handling or spitting.

All serious breaches will be recorded by class teachers and reported to the Headteacher who will inform parents at the earliest opportunity.

Steps for Dealing with Frequent and / or Serious Breaches of Discipline

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
2. Withdrawal from the classroom for the rest of session / day / rest of the week (Internal Exclusion) followed by a meeting with parents.
3. A further meeting with parents / carers and support agencies to put together a Pastoral Support Programme (PSP). Consultation with ALNCo if necessary.
4. If the problem is severe or recurring then a fixed-term exclusion may be issued. We adhere to the [Welsh Government Guidance document ‘Exclusion from Schools and Pupil Referral Units’](#).
5. Consideration given to a managed move to another school, in full consultation with parents / carers and the Local Authority.
6. Permanent exclusion, as a last resort and only after all other strategies have been exhausted. Best practice would involve consultation with the Local Authority.
7. Parents have the right of appeal to the Appeals Committee of the Governing Body against any decision to exclude.

Use of physical intervention / safe pupil restraint

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

All staff should read and abide by the [Welsh Government Guidance Document ‘Safe and Effective Intervention – use of reasonable force and searching for weapons.’](#) Intervention and Safe Physical Restraint are addressed in a separate policy. No member of staff should attempt to physically restrain a pupil unless they have been specifically trained using a recognised approach. We use the ‘Team Teach’ approach.

Lunchtime Supervision

If a child is not behaving in the expected way, he / she may be asked to take ‘Time Out’ or ‘Time to Think’ as they would in class. If problems persist the supervisor should send for assistance from the Senior Management Team. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher who will contact parents in order to bring about improvements via the steps outlined above.

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

Midday staff and staff on duty at playtimes should be kept informed of children causing concern so that behaviour is monitored and a consistent approach is taken.

Prejudicial Behaviour

All our work with the children in our care will be informed by equal opportunities and anti-discriminatory practice, and will reflect the diversity of needs of the communities that we serve.

- All incidents of prejudicial behaviour will be reported directly to the SLT/Designated Senior Person or the Head Teacher.
- All incidents of prejudicial behaviour will be fully investigated and recorded in line with the and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further child protection referral. A note of this meeting is kept alongside the initial incident report in the School's Child Protection / Safeguarding file.
- The SLT/Designated Senior Person will follow-up any further reports of prejudicial behaviour for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

Our expectations apply to everyone

Children are reminded that our expectations of their conduct and behaviour apply at all times at school and that all staff and visiting adults should be afforded the same level of courtesy and respect.

Record-Keeping:

All staff keep a record of 'Time Outs' and 'Serious Breaches of the Behaviour Code'. Records must be kept securely. All staff should be aware that parents may request to see all records kept on their children and must therefore ensure records are factual, objective, signed and dated.

Time Out records must be shared with the headteacher if a pattern is emerging. Serious Breaches must be reported as soon as possible (must be same day).

Headteacher's Incident File

This is used to record:

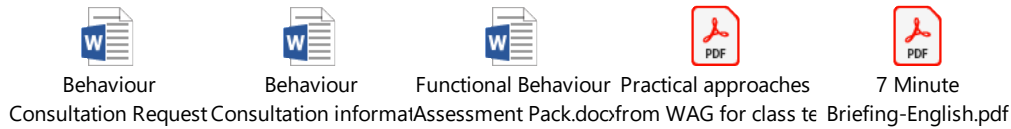
- Serious breaches of the behaviour code, often as reported by staff at school
- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property

BUILTH PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

- Fixed-term or permanent exclusions

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc). Sometimes incident records must be forwarded to the Local Authority.

Support Material



Staff will:

Read, understand and apply this policy consistently and fairly.

Parents/Carers can help:

By supporting and reinforcing the school's expectations of good behaviour and by attending Parents' Evenings, parents' functions and by developing informal contacts with school

Governors will:

Review this policy on a regular basis.

G. Cornelius, September 2023