

YSGOL GYNRADD



Positive Behaviour Management Policy

YSGOL GYNRADD ALBERT PRIMARY SCHOOL

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Introduction

At Albert Primary School we believe that everyone has the right to feel safe and secure in school, to learn to the best of their ability and to be treated with dignity and respect.

Our school mission statement and aims underpin our approach to implementing the positive behaviour management policy.

“Our school’s mission is to get us ready for our lives ahead, to help us be confident, respectful, thoughtful people who always do their best and to help us make friends that we keep.”

Through our work in school we aim to:

- Foster positive, caring attitudes with respect for others and ourselves so that everyone feels valued.
- Encourage independence and self-discipline so that each pupil learns to accept responsibility for their own learning and behaviour.
- Encourage a calm, purposeful and happy atmosphere within the school.
- Have a consistent and fair approach to behaviour throughout the school with clear expectations.
- Raise pupil self-esteem.
- For all staff (including volunteers and students) to provide a positive model for behaviour.
- For the whole school community (including parents/carers) to work in partnership in promoting positive behaviour.

We consider the following types of behaviour to be unacceptable:

Racism, homophobia, sexism, name-calling, bullying, physical aggression, refusal to work, refusal to obey the school rules, severe disruptive behaviour, wilful destruction of school property or property belonging to other children or staff.

Equal Opportunities

At Albert Primary we believe that it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognise that some adults may have preconceived expectations of children’s behaviour and we are committed to challenging discrimination and stereotypes. We will ensure that our Behaviour Management Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow our Positive Behaviour Management Policy. We recognise that children’s behaviour

can be variable and can be affected by different situations and their emotional needs. At Albert Primary we feel that it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

Additional Learning Needs

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow school rules. In these cases the child will have an Individual Education Plan with specific behaviour targets and strategies, as well as, in some cases an individual Behaviour Plan. There will be clear and appropriate rewards and sanctions. This will have been agreed with the class teacher, ALNCo, parents/carers, Senior Leadership Team and, if appropriate, outside agencies (see sanctions for extreme challenging behaviour).

This policy will be implemented alongside our Strategic Equality Plan, Additional Learning Needs Policy, Physical Intervention Policy, Time-out Policy and Anti-bullying Policy.

Creating a classroom environment where effective learning and teaching can take place

At Albert Primary School the following strategies will be used to help promote an environment where effective teaching and learning can take place.

- Clear routines: visual timetables will be displayed in all classrooms, where appropriate, based on the Elklan model.
- Materials will be available and ready for children before the start of the lesson.
- Expected noise levels will be defined by an adult at the start of each activity / session. These will be reinforced through the use of the class voice / group voice / partner voice meters and other various strategies for example, music.
- On task behaviour will be praised in a personal and specific manner. Adults will use scanning and circulating to support this process.
- Class charters are generated by the children at the beginning of every year
- School rules, rewards and sanctions will be applied consistently by all adults at the school.

Rules, rewards and sanctions

The school rules, rewards and sanctions will be explained to each class at the beginning of the school year. They will be reviewed annually, or at an earlier time if appropriate, in response to the needs of the school at the time. They will be displayed in all classroom areas.

The school will make parents aware of the current rules, rewards and sanctions via the school website.

Our school rules

Children have a right to learn and teachers have a right to teach. The use of rules will enable the whole school community to have a clear understanding of expectation in terms

of behaviour. All staff have a responsibility to ensure that the school rules are followed at all times. If they encounter inappropriate behaviour they should address the incident.

The Five Rules should be discussed regularly with the children to ensure that all children understand them and how they relate to their Class Charter.

The Five Rules are to be displayed in prominent places around the school. Including the Headteacher's office, the school office, school reception area and the two halls.

The Five Rules are:

- Be helpful, caring and respectful to ourselves and others.
- Look after the school and everything in it.
- Always try your best – Never give up!
- Be an active listener.
- Be honest to yourself and others.

Our school rewards

We believe pupils should be encouraged to behave well and work hard. We would like pupils to work hard and behave well, intrinsically, simply for the pleasure of the task, but recognise that external consequences or rewards are necessary as well.

Positive recognition at our school includes:

- **Praise**

Focusing on children who are showing appropriate behaviour. This maybe; a gesture, a look, a signal, verbal; e.g. 'Thank you. You are walking sensibly in the corridor', praise in class, praise in assembly, praise from a senior member of staff, a positive verbal report to parents.

- **Stickers**

- **Golden Time**

Golden time takes place for half an hour on a Friday afternoon (2.45pm – 3.15pm). The children may bring an activity in from home. Or may choose other activities within the classroom or outdoors. Every child starts the week with 30 minutes golden time. Golden time may be removed in 5 minute amounts as a sanction for unacceptable behaviour. However, the children do have the opportunity to earn back their lost time.

- **Housepoints**

Children from Reception to Year 6 are divided into 4 Houses:

Brecon (Green)

Preseli (Blue)

Cambrian (Red)

Snowdonia (Yellow)

Siblings are placed in the same House

Every child at the school can earn individual house-points. Any adult at the school may award these. The points are accumulated over the term and the running totals

are announced during Friday's whole school assemblies. The winning House receives a 'treat' at the end of term.

- **Star of the Week**

Each week every class teacher awards a "Star of the Week" certificate to a child in their class. This is presented to them during Friday's whole school assembly and taken home. A photograph of the 'star of the week' for each class should be displayed on the classroom door.

- **Headteacher's Award**

Head Teacher's Award stickers are awarded by the Headteacher/Deputy. This may or may not be in response to a request from an adult in the school and taken home.

- **Green Card Award**

Children who act in a way which is over and above normal expectation may receive a "Green Card" award from the Headteacher. This is a postcard expressing the school's pride in the actions/attitude of an individual that is sent directly to the family home in the post.

Procedures and Sanctions to tackle inappropriate behaviour

The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour. Sometimes it is necessary to discourage children from behaving badly and teach them more appropriate behaviour instead. When disruptive behaviour occurs it must be dealt with calmly, promptly and consistently. The procedures and sanctions should be applied consistently by **all** staff. Behaviour of children in school is supported by all members of staff.

Our school sanctions

At our school the following range of sanctions apply:

- Warning
This comes after the teacher has used strategies to re-direct off task behaviour
- Loss of Golden Time
- Time out in another class
- Loss of playtime/lunchtime play
- Being sent to a member of the Senior Management Team (SMT)/Deputy Headteacher/Headteacher
- Phone call home
- Exclusion

Re-directing off task behaviour

Adults in the school environment will use a range of strategies to help re-direct 'off task' behaviour.

- The look
- Proximity praise: praising those children near by who are on task
- Use of the child's name
- Physical proximity: remaining near the child
- Reminding child of the rules
- Giving choices

- Being positive

Behaviour issues are recorded by the class teacher, in the class 'Purple file'. The child's name, date and time are recorded along with details of the issue and action taken.

Incidents between pupils

If an incident does occur the following procedures should be known by the children and followed by all staff.

1. A child is encouraged to say 'Stop! I don't like it' and walk away.
2. Then they tell a member of staff. The member of staff speaks to **both** children.
3. The children are encouraged to reflect upon their actions.
4. They are encouraged to apologise (and mean it!). The member of staff (if not the class teacher) reports the incident to the class teacher.
5. If necessary, the member of staff enforces a sanction.
6. For serious incidents, the Headteacher/Deputy Headteacher should be informed.
7. If the incident is serious, the parents/carers of all children involved should be informed.
8. If incidents of a similar nature become repeated. The parents will be invited in to discuss the situation with the Headteacher/Deputy Headteacher.

Pupils who do not respond

There may be a small number of pupils for whom the usual behaviour management strategies at Albert are insufficient to address their difficulties. Additional steps will then need to be taken.

This may include:

- Referral to the ALNCo – an Individual Behaviour Plan with a linked reward programme may be drawn up
- Referral to the school's Educational Psychologist
- Referral to the Primary Behaviour Improvement Team.

Staff Tolerance Levels

Staff will not tolerate

- Another child being hurt (e.g. kicked, punched, bitten)
- A member of staff being hurt (e.g. kicked, punched, bitten)
- Verbal abuse

Behaviour in Nursery and Reception (Early Years):

As in Y1-6 we teach children in Reception to behave in socially acceptable ways and to understand the needs and rights of others.

Strategies Used in Reception:

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We acknowledge considerate behaviour such as a willingness to share.
- We support each child in developing a sense of belonging, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in an inappropriate way, we help them to understand the outcomes of their actions and support them in learning how to cope in a more appropriate manner.
- We never send a child out of the room by themselves.
- In cases of serious misbehaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- In such cases, events are brought to the attention of the school's Senior Leadership Team (the Senior manager in the Early Years in the first instance) and to the parents/carers on the same day.

Rough and Tumble Play:

- We constantly develop strategies to contain play that are agreed with the children and are understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play and suggest alternatives if necessary.
- We encourage empathy and lateral thinking in order to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour:

As in the rest of the school, we take hurtful behaviour very seriously. For most children under five hurtful behaviour is momentary, spontaneous and often without an understanding of the feelings of the person they have hurt. We recognise that young children can behave in hurtful ways towards others because they have not yet developed the means to manage the intense feelings that sometimes overwhelm them. The Early Years team helps them to manage these feelings, by calming the angry child as well as supporting the child who has been hurt. We talk to the children about their actions and help them understand right and wrong.

Staff Responsibilities:

- It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes.
- It is the class teacher's responsibility to monitor the behaviour of children in their class (logging details of incidents in their 'Purple Files') and to report unacceptable behaviour to the SMT.
- Staff will also be provided with a quick reference guide to the Behaviour Policy.
The office staff will provide supply teachers with this guide on arrival at the school.

INSET and staff development:

Staff INSET will be held to further the training and expertise of the staff, as the opportunity and need arises. Staff will attend courses in the behaviour management of children, as the need arises.

Parent/Carer Involvement:

We are strongly committed to a positive, working relationship between home and school. At Albert Primary School, we take inappropriate behaviour very seriously and expect parents/carers to do the same. Our expectations are outlined in our Home/School Agreement. This is handed out at the beginning of each year, as well as to new children who start throughout the year. We would like parents/carers to discuss this document carefully with their children and to reinforce it when necessary. A copy of this policy will be posted on our website for parents to access, together with the Anti-bullying policy, Strategic Equality Plan, Additional Learning Needs Policy, time-out Policy and Physical Intervention Policy.

Monitoring and Recording of Behaviour at Albert Primary School:

The monitoring of behaviour in school is the responsibility of all staff. Purple folders are carefully monitored by class teachers in order to identify patterns of behaviour. Concerns are reported to the ALNCo via the "Concerns" sheet.

The Headteacher and ALNCo will monitor the Anti-bullying, Physical Intervention, Time-out and Exclusion Records and report on them termly to the Local Authority via L.A termly returns and to the Governing Body in his termly Headteacher's report.

Weekly Team meetings - staff will discuss children's behaviour in their phases on a regular basis and, if appropriate, the Team Leaders will pass this information on to the Head Teacher.

Senior Management Team meetings – behaviour is a regular agenda item and the policy will be regularly reviewed and concerns discussed. The overall effectiveness of the behaviour policy will be reviewed at least once every two years and amendments made after consultation with all members of staff.

Appendix 1:

Procedures in School

- Moving around school
- We expect the children:
 - To move about quietly
 - To walk around the school
- All adults in school should encourage the children to do this by:
 - Leading by example
 - Reminding the children how to move around school, in a positive way
 - Giving praise for children who are walking sensibly
 - Stop to check the children are together at points on the journey
 - If a child is running, ask them to stop and remind them to walk

Assembly

The children should:

- Walk in and out of assembly without talking
- Sit with their legs crossed and their hands still
- Put up their hands to answer questions

The adults should:

- Leave enough time to prepare the children for assembly
- Be punctual
- Walk with the children ensuring they are quiet
- Keep a watchful eye on the children during assembly and if a child is being disruptive, catch their attention and if necessary move them near to an adult
- Lead by example by modelling positive behaviour

The classroom

The children should:

- Come into class and leave in an orderly manner
- Address the teacher by name
- Sit quietly and listen to the teacher at appropriate times
- Ask permission to leave the room, so that the teacher knows where they are

The staff should:

- Be aware of individual children's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays
- Plan work carefully and ensure it is interesting and well-matched to children's abilities
- Make sure children know what is expected of them and make learning intentions explicit Defuse potential incidents or situations before they occur
- Continually observe and scan the behaviour in the class
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently Listen to the children
- Always deal with offenders: to ignore is to condone
- Send for an appropriate member of staff in an emergency

The Playground

Our School rules are enforced at play times and in the playground by all staff.

The children should:

- Remain in the play ground at all times
- Tell an adult if they need to go inside for any reason
- Use the toilets properly
- Play appropriately
- Treat the playground apparatus & toys with respect

The staff should:

- Be vigilant by watching for potential incidents and defusing them before they start
- Remind the children to walk to and from the playground
- Remind the children to play together co-operatively
- LISTEN to children who are upset
- Be in the playground promptly, to meet their class
- Always follow up any incidents
- Inform the SLT of any serious incidents, following the agreed procedures laid out above. At the end of playtime the following procedure is to be followed: Foundation Phase:
 - All staff will be out in the playground on time
 - Children line up in the allotted space when the bell is rung
 - The staff lead the children back to class
 - If children have broken the rules in the playground, the agreed procedures and sanctions should be followed by staff.

Lunchtimes:

As the children finish their lunch they should walk to the playground from the Dining/Sandwich Hall. It is the responsibility of the Mid-day Supervisors (MDS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect they must be reported to the Senior MDS. During lunchtime play, the MDSs are expected to follow the agreed sanctions and procedures as laid out in the Behaviour Policy. Any playground issues will be reported to the Class Teachers by the MDS and there will be time after lunch to resolve minor conflicts.

Arrangements will be made by the Head for children who find it difficult to control their behaviour at lunchtime, to be given an opportunity for a quiet time inside. Persistent behaviour problems at lunchtime may eventually result in a child being sent home for lunch.

APPENDIX 2:

The role and responsibilities of Staff on duty in the playground

The adult on duty has certain responsibilities to fulfil. Most importantly, s/he is responsible for ensuring the safety of the children in the playground. The school rules have already been laid out in this document, along with the procedure to follow if the rules are broken. The duty person should remind the children of these rules if necessary and encourage good behaviour. S/he should also help out with problems and conflicts between individuals and groups of children. The children should be encouraged to say what course of action they feel would help them to feel better. The adult should help the children to discuss their views and the situation calmly and encourage them to find a solution. Children can feel left out of playground games and groups, which causes distress. The duty person should look out for such incidences and help children to involve others in co-operative play. If adults observe children playing inappropriately, they should initiate a game with them, or encourage them to think of one themselves. Alternatively, if a group of children look as though they are becoming involved in rough play, adults should intervene and encourage positive and collaborative play.

We are all responsible for monitoring the children's social and psychological welfare. (see Equal Opportunities / Anti-Bullying Policy). To be the victim of abuse is both painful and long lasting in its effects. Any child who is the victim of a bullying incident, needs support and reassurance, and the incident must be dealt with immediately as per our Anti-bullying Policy.

First Aid

The school First Aider should deal with any incidents requiring first aid. Please refer to the Health and Safety Guidelines for the Playground for the Correct Procedures.

Children's conduct when leaving and entering the building

When the children are going out to the playground or coming indoors they should do so in an orderly and quiet manner. Voices should be low; shouting inside is not allowed. We expect the children to walk in school at all times. We encourage children to take responsibility for the school building and the property inside and outside.

The children are expected to line up at the end of playtime and should walk sensibly back into school with their teacher.

Wet playtimes and lunchtimes

In the event of a wet playtime the children will generally remain in their class with their teaching assistants/teachers. The arrangements for wet lunchtimes are currently under review.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every 2 years or earlier if necessary.

Document Information			
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