

Ysgol Gynradd Coedpenmaen Primary School

BEHAVIOUR and POSITIVE RELATIONSHIPS POLICY

Our motto at Coedpenmaen Primary School is:

Caring, Learning and Achieving Together
Gofalu, Dysgu a Chyflawnu gyda'n Gilydd

In our work to promote good behaviour - both for learning as well as in unstructured times - we strive to fulfil this motto in our caring and understanding of pupils and their individual needs.

We recognise that, whilst the school has a set of core expectations for pupil behaviour;



**Kind Words,
Kind Hands, Kind Feet**

that pupils also may demonstrate behaviours as a way of communicating their feelings and emotions.

This policy is designed to set a basis for expected behaviour, as well as building positive relationships which will encourage good behaviours for all.

Signed: _____ Dated: 04/04/2022 Chair of Governing Body

Signed: _____ Dated: 04/04/2022 Headteacher



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This policy should be read in conjunction with the following documents:

- Safeguarding
- Anti-Bullying Policy

Introduction

The aim of this policy is to promote good relationships, so that we can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. This Behaviour Policy & Positive Relationship Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Coedpenmaen Primary School we aim to:

- Promote and support children to demonstrate positive relationships with other children and school staff
- Promote self-awareness and self-control
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment
- Provide a nurturing environment

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted
- A school atmosphere is created which is consistent and caring
- Pupils are provided with excellent role models who remain calm and non-judgemental
- Sanctions are applied consistently and fairly within the school in a calm and considerate manner

Modelling

Children learn about both appropriate and inappropriate behaviour by observing others, therefore it is important that they are given the opportunity to observe positive role models.

Coedpenmaen Primary is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils appropriate behaviour to their peers, explaining why this was a good choice
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school).



Caring Learning and Achieving

Together Gofalu Dysgu a Chyflawni gyda'n Gilydd From Model Policy Shared by CSC CLA Team - Summer 2022



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Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. At Coedpenmaen Primary, we use the “Class Dojo Points” model for this - focussing on positive reinforcement.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Special mention in school
- Positive messages communicated to parents
- Individual rewards within classrooms
- Class rewards
- More subtle forms of praise for pupils who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase pupils’ self-esteem and self-efficacy (i.e. a belief of self and capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the Restorative approach to maintain this consistency. The use of the pronoun ‘we’ reflects the ethos of relationships within school is a significant ingredient in securing commitment to the whole school ethos.

General Classroom and School Expectations

All children are expected to follow basic school expectations which are:

1. We follow adult instructions
2. “Kind Words” - We use words and actions that help and don’t hurt
3. “Kind Hands, Kind Feet”
4. We respect other people and their belongings
5. We move safely and sensibly around the school

Staff at Coedpenmaen Primary School staff will do the following to help our pupils follow these rules

1. We will make sure that you have heard us and will give you enough thinking time
2. We will help you to find ways to manage difficult emotions in an appropriate way

Class rules are agreed between pupils and teachers at the beginning of each academic year.





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Sanctions

When children choose not to follow the rules, **all** staff are expected to deal with them in a calm and consistent manner, adopting the Restorative approach,

- Sanctions can follow some time after an event, when the pupil is regulated and able to reflect upon a situation.
- Sanctions will never involve taking away a previously earned reward.
- Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for all our pupils.

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Persistent Challenging Behaviour

It is expected that teachers and pupils begin each day afresh with optimism and encouragement for success.

If challenging behaviour persists then there are a variety of options that may be taken:

- The child will attend a meeting with the Class Teacher where a target for his or her behaviour will be set. The Class Teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties. The Class Teacher will then work with the pupil to address these issues.
- If after an agreed time there is no change, the child will attend a meeting with the Headteacher. At this time the Class Teacher will inform the child's parent/carer of the situation and share the child's targets with them.
- If the situation escalates, the Headteacher will arrange a meeting with their parent/carer to discuss concerns.
- Where there is no improvement, and the behaviour is significantly challenging, the Headteacher may impose a period of exclusion from school - on line with Welsh Government Guidance on Pupil Exclusions.

The school takes the sanction of exclusion extremely seriously and will make every effort to resolve concerns before this stage is reached.



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The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently challenging behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.

Severe Behaviour Clause

In cases of severe misbehaviour (fighting, vandalism, bullying including cyberbullying, threat of violence towards another pupil or adult, intimidation, physical violence) the child would not receive a warning. The child will be sent to the Headteacher and the situation managed by them. In these cases the parents would be notified of the incident by the Headteacher and informed as to what action was taken.

If a child is unable to manage themselves during break-times and is perceived to be at risk of harming themselves or others by not following adult guidance then the headteacher will be informed and appropriate supervision agreed between the headteacher and the classteacher.

Break-time Supervision

Children are not allowed to remain in the building during breaktimes / lunchtimes. Children are expected to play outside - unless a class teacher has arranged tasks for a child or a child requires ELSA drop-in sessions. These tasks MUST be supervised by the class teacher.

A timetable ensures staff are on duty throughout break-times, supervising their activities and supporting their play.

School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. *Where challenging behaviour is due to an additional learning need, appropriate support will be put in place.* The school will endeavour to work in partnership with a child's parents.





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The Role of Parents/Carers

Parents/Carers have a vital role to play in their children's education. The school is conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents whenever possible.

The School's Behaviour and Positive Relationships Policy is accessible to all parents/carers via the school website.

If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The school expects all members of the community to adhere to the principles as set out in this Behaviour and Positive Relationships Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

Recording incidents

Serious incidents of inappropriate behaviour together with the sanctions given are recorded on 'My Concern'.



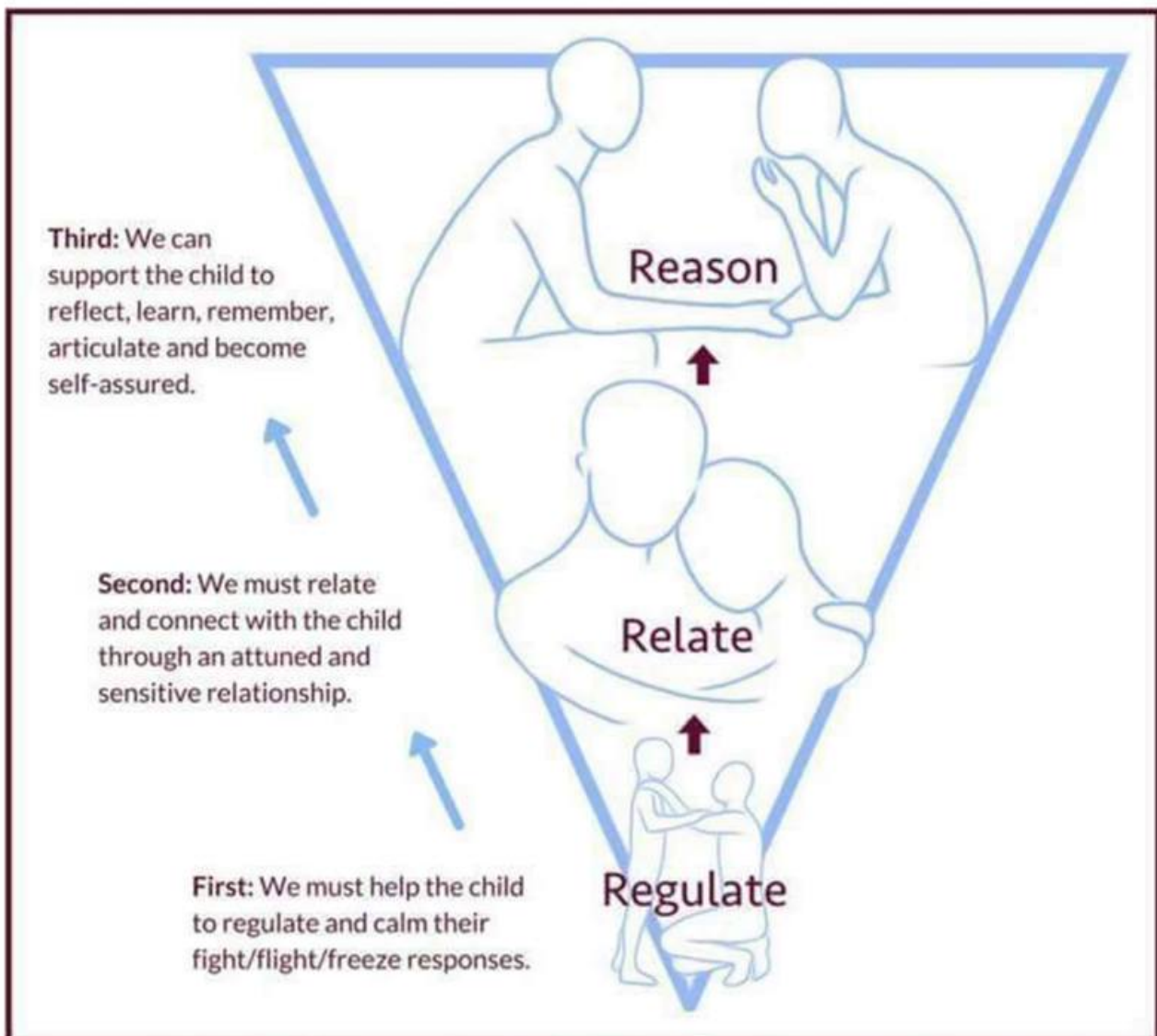
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Appendix 1:

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.