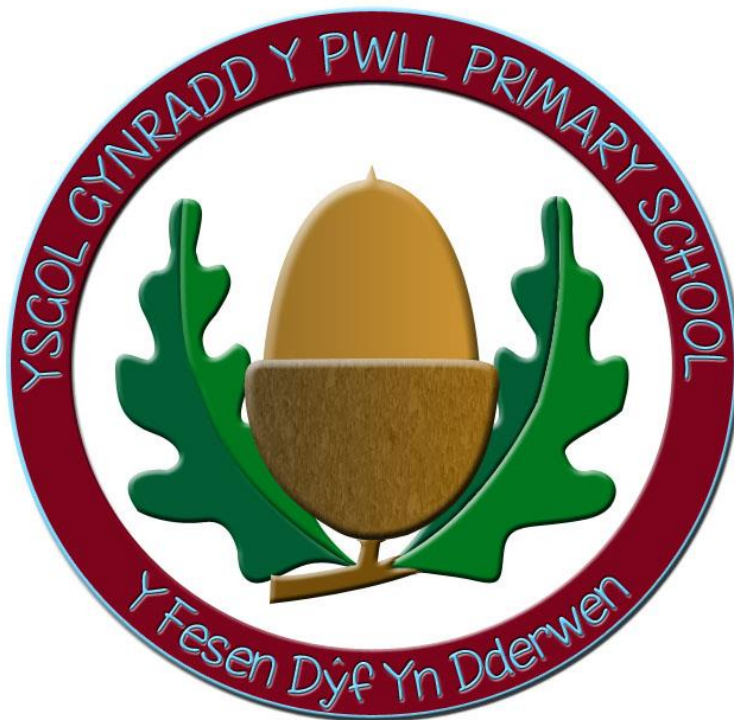


# Pwll Primary School

## Positive Behaviour Policy



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## **1) Introduction**

This behaviour policy was adopted by the governing body in the Autumn Term 2014 following INSET training with staff, consultation with parents, and consultation with pupils.

## **2) Vision, Aims and Values**

The School bases its policy for positive behaviour on the School Vision, Aims and Values.

### **Pwll CP School Vision Summary**

At Pwll Primary school we continually improve in everything we do. All pupils enjoy coming to school to experience a colourful, child-led curriculum which inspires learning through imagination and innovation.

All of our pupils learn to take responsibility for themselves as life-long learners in a safe, nurturing and supportive environment. A strong inclusive ethos encourages **all** pupils to develop to their full potential – physically, emotionally, socially, academically and creatively.

All members of Pwll Primary School community work together with great optimism and belief that **all** people can achieve great things in life. Every day we strive to ensure that our little acorns go on to become magnificent oak trees.

### **Pwll CP School Aims**

**At Pwll CP School we move ever closer to our vision by:-**

- Placing enjoyment and motivation at the heart of our broad, balanced and meaningful curriculum
- Involving pupils in planning innovative and imaginative learning experiences which take account of how children learn best
- Continually developing the environment ensure our pupils continue to thrive - physically, emotionally, socially, academically and creatively
- Creating a nurturing learning environment where pupils have opportunities to discuss feelings and emotions, take risks, learn from mistakes and to grow to understand themselves and those around them
- Developing a whole-school learning community
- Continually developing ways to involve parents and the wider school community in school life
- Being positive and optimistic about the future, and what can be achieved

## **Pwll School Core Values**

- Respect - for self and others
- Happiness and enjoyment
- Learning – now and always
- Friendship
- Equality and inclusion

### **3) Building Positive Relationships**

#### **With pupils**

Staff skills in managing behaviour in the class depend upon the quality of their relationship with the children. Over time, teachers and staff must build up trust and empathy with the children as this establishes the basis for all tasks involving future behaviour management and therefore learning.

Staff will promote and develop positive and respectful adult-child relationships by:

- Being a positive role model for the children
- Creating a caring, supportive and fair environment where every child feels accepted, that he or she belongs, and can be relaxed
- Recognising every child's strengths and ensuring that every child feels he or she has the ability to learn
- By understanding the child as a learner and setting achievable work, suitably differentiated for pupils of different abilities
- Acknowledging, reinforcing and sharing all successes, however small, in a positive manner
- Involving pupils in decisions around learning and the management of behaviour in the class
- Taking time to speak to every child individually to find out their interests, talents, goals, likes and dislikes
- Discussing rules and consequences so that all pupils are clear at all times as to what is expected of them
- Demonstrating compassion when dealing with unwanted behaviour. Never embarrassing or ridiculing children when reprimanding them.
- Interacting positively with the children at playtime rather than merely supervising or troubleshooting. (E.g. joining in a game or having a chat, modelling good play skills with them, noticing which children are being left out and setting up games with them to draw other pupils in, seeing potential problems before they arise and addressing them)
- Ensuring that pupils are immersed in an environment rich in supportive kindness, calmness, positivity and fun.

#### **With parents, carers and families**

Parents are usually the child's first and most influential teachers. Therefore building good relationships with parents, carers and the wider extended family is extremely powerful in helping to build a child's success both in school and at home. The involvement of parents or carers in their children's learning leads to greater problem-solving skills, greater enjoyment of school, better attendance, fewer behavioural problems and greater social and emotional development.

The school will promote parental/carers involvement by:

- Ensuring effective home-school communication through newsletters, termly curriculum letters, parent's evenings, text messaging, the school Website with live school calendar, message boards and other means available. The most effective form of communication is face to face contact with staff. It may not always be possible to speak to the class teacher at the start of the day as they prepare the first session, but other school staff, e.g. the headteacher or classroom assistant will often be on hand to discuss any concerns. Teachers will generally be more available at the end of the school day to meet with parents and carers, who are invited to call in for an informal chat as and when it may be needed.
- Sharing our learning assemblies. These take place annually and give parents and carers a chance to celebrate pupil learning through the year
- Watch me learning events. Some classes at different times of the year will invite parents in to watch learning 'in action'.
- Special events. E.g. sports day, concerts, fetes
- In-school Parent Learning groups
- Using questionnaires to gain important feedback
- Information sharing sessions. This may involve demonstration lessons, presentations and so forth around new teaching initiatives, residentials, transition to secondary schools and so forth
- Involving parents fully in their child's education in relation to additional learning needs and behaviour, through regular meetings and joint action planning, with school and local authority support staff.
- Creating and supporting appropriate links with school support services

#### **4) Preventing Behaviour Problems – Being Proactive**

##### **Good teaching**

The management of behaviour will have a significant impact upon the teaching and learning which takes place in the classroom. However, the converse is more important still – The quality of teaching has a significant impact upon the quality of behaviour in the class. Two aspects of classroom teaching which can affect behaviour more significantly are – engaging pupils and differentiating work appropriately.

##### **Engaging pupils**

We aim to start each lesson in an active, engaging manner. This means that pupils will not be sitting on the carpet listening for a long time where problems can sometimes begin. By starting our lessons in this way, children quickly forget playground or other issues they have brought into the class, and engage their minds in learning from the off. All lessons should start with the teacher talking for no longer than 10 minutes, and pupils actively engaged in within this time, and where possible, sooner.

##### **Differentiation**

Differentiation, in all its forms, is a central feature of effective management of classroom behaviour. Differentiation is the process whereby teachers attempt to help pupils of different abilities fulfil their achievement potential.

In order to ensure all pupils are engaged in appropriately accessible and challenging work whenever possible, teachers will:

- Plan work for children to be working at the right level in order to make optimum progress

- Prepare resources for pupils to be working at an appropriate level to progress
- Only differentiate by outcome where this is the most appropriate method of differentiation for the pupil to make optimum progress
- Ensure pupils have access to visual or other support aids where necessary to allow them to access the learning with a minimum of support
- Ensure that more able pupils complete different work to their peers
- Ensure that pupils with additional learning needs are regularly given tasks they can complete without support

We believe that good preparation and differentiation goes a long way towards addressing issues of frustration or boredom in the class, and therefore decreases the chances of disruptive behaviour taking place.

### **Rules, routines and timetables**

School Rules are few and have been drawn up with the agreement of the school council. They are designed to be safe and easy to remember.

- Ready
- Respect
- Safe

### **Effective communication and modelling appropriate behaviour**

Many children will learn how to talk and communicate with people by watching the significant others in their lives, such as teachers and other school staff. Staff will model good communication skills throughout the school day by:

- Understanding that they are role models for good use of the English language. Staff will speak clearly, modelling good intonation and pronunciation when around the school and the children, demonstrating high standards of oracy and encouraging good verbal behaviour in the pupils.
- Using positively framed language to change pupil behaviour. E.g. rarely drawing attention to things which are not right, instead using good examples of what is the desired behaviour to help others to change.
- Modelling appropriate communication skills we would wish the children to display themselves, and not modelling inappropriate communication. (e.g. Never shouting at children unless someone is placed at risk of immediate harm by not doing so)
- Using positive non-verbal behaviour (smiling, thumbs-up, posture, stance etc.)
- By not talking to other staff about children in front of the child, even if it is believed that the child might not be able to understand the conversation.
- By teaching pupils directly how to communicate more appropriately, e.g. by role-playing appropriate ways to deal with situations at a later date

## Behaviour Blueprint

The school have recently designed a 'Behaviour Blueprint' in an effort to improve consistency in the way behaviour is managed through the school:



## Pwll Primary School Behaviour Blueprint

### Rules

**Ready** for learning

**Respectful** to all

**Safe**

### Visible Adult Consistencies

**First attention to best conduct**

**Compassionate communication**

**Wonderful walking**

### Over and Above behaviours result result in:

Consistently going over and above - **Hot Chocolate Friday**

Over and above 'moment' of the week - **'Note home'**

Excellent work/behaviour - **Name on 'Shout out board'**

Outstanding work - **Work is put on 'Best work board'**

Meeting the class weekly behaviour objective: **'Name on class recognition board'**

### Stepped Sanctions

**Non-verbal reminder**

**Quiet/private verbal reminder** – think carefully about next step

**Last chance** – 30 Second intervention

**Time out**

**Repair** – Restorative chat/meeting

### 30 Second Intervention

I have noticed that u (refer to rules not being followed)

At school we u (3 rules)

Because of that you need to u

Remember that time when u (frame behaviour) .. that is who I need to see today.

Thank you for listening.

### Restorative Questions

**What happened?**

**What were you thinking at the time?**

**How did this make people feel?**

**Who else has been affected?**

**What could we do differently next time?**

**What should we do to put things right?**

The blueprint is designed to be simple, clear and easy for new and existing staff to adopt.

**Circle time and P4C**

The school has used 'Circle Time' for many years as model for building self-esteem and encouraging positive behaviour and we incorporate this method of working with children into the day-to-day life of the school. Philosophy for Children (P4C) is also used through the school to develop and deepen thinking skills and to encourage positive behaviour in a community.

**Reviewing and monitoring**

The headteacher and SLT will monitor the impact of the school proactive behaviour strategies on a regular basis. Parents and pupils are also involved in an annual consultation process which feeds into the school self-evaluation report and future development planning.

**5) Teacher Attention and Praise**

Staff in the school should Intentionally use reinforcement of appropriate behaviour as the primary tool to change the way pupils behave. (e.g. reward, praise, attention) Staff should make it explicit to the pupils, and other pupils in the vicinity, what the praise has been given for, in line with our behaviour blueprint.

**6) Motivating through Incentives**

The following incentives are used, in this format:



| What                        | How many pupils how often             | Chosen by                                               | For what                                                                                                                                                                                                                        | Announced when                                              | Announced by whom                                | Write in golden book? | What happens                                                                                                                                                                                                                                                 | What happens in the week - or the week following                                                                                                        |
|-----------------------------|---------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hot chocolate Friday</b> | up to 1 per class decided on a Friday | Class teacher                                           | Going over and above in all aspects of school life <b>on a day-to-day basis</b> - following rules, giving their best, trying their hardest, being kind etc.                                                                     | In assembly on Friday morning                               | Mr Trotman / Mrs Knott - with teacher commenting | Yes - Friday morning  | After play, children come to staffroom (with an adult if they are shy/very young) for hot chocolate and some tasty treats. Photo taken for twitter feed                                                                                                      | Child wears star of the week lanyard. All staff seeing the lanyard are to question / praise child for going over and above in their work/behaviour etc. |
| <b>Note home</b>            | up to 1 per class decided on a Friday | Class teacher                                           | Going over and above <b>in a particular moment</b> - eg piece of work, when a friend was upset, to help an adult, to find out something at home to do with the topic, persisting through breaktime with a piece of writing etc. | In assembly on a Friday morning                             | Class teacher                                    | Yes - Friday morning  | Admin staff copy what staff have written in the golden book on a postcard home. HT signs card, return card to child. Teacher calls parent in at the end of the day to explain to them why their child has been given the note, or phones parent to tell them | Child wears star of the week lanyard. All staff seeing the lanyard are to question / praise child for going over and above in their work/behaviour etc. |
| <b>Shout out board</b>      | Any number, any time                  | Any adult / group of classmates with agreement of adult | An excellent piece of work, a sharply answered question, lovely homework - similar to above but perhaps not quite at the same level                                                                                             | Instantly, adult writes up on board at earliest opportunity | The adult in the moment                          |                       | Names / comments written on the board through the week - photo on twitter on Friday, board wiped for Monday                                                                                                                                                  | During the week, staff notice the pupils on the board and question / praise them for their efforts                                                      |

## 7) Decreasing Inappropriate Behaviour

- The following de-escalation strategies are to be used by all staff when encountering a challenging situation
  - i) Ignoring
  - ii) Distracting
  - iii) Reminders
  - iv) Choices

Staff need to remain mindful of not reinforcing negative behaviour in their response to an incident, by allowing the pupil to feel that the behaviour has led to something rewarding, however small.

## 8) Consequences

Sometimes, incidents occur which need to be dealt with differently. When a child misbehaves, either in or out of class, the problem in the first instance will usually be dealt with by either the child's class teacher or the teacher on duty at the time. Where the problem is considered to be serious (i.e. persistent offending, physical assault, use of foul language, rudeness or inappropriate behaviour) it should be referred to the Head Teacher, Deputy Head Teacher or Senior Teacher.

The following steps should be taken for lower-level disruption:

- **Non-verbal reminder**
- **Quiet/private verbal reminder** – think carefully about next step
- **Last chance** – 30 Second intervention
- **Time out**
- **Repair** – Restorative chat/meeting

Where behaviour is consistently poor, or of a more serious nature, the following steps may also be taken:

- I. The issuing of a warning by the Head Teacher or Deputy Head Teacher that the child's parents will be consulted if the unacceptable behaviour persists.
- II. Following this an agreed strategy between the parents and school needs to be established. If the behaviour becomes persistent the school will start taking ABC data to examine any developing patterns. This would also allow us to establish the probable functions of the behaviour and to help us to put plans in place to allow the pupil to have their needs met in more appropriate ways. We also need to be clear at this point that we are teaching the correct behaviour to the pupil.
- III. Outside agencies such as the Behaviour Support Service, Educational Psychology Service or Health Service will be involved.
- IV. Exclusion on either a short or long term basis will be considered in extreme circumstances and according to procedures laid down by the local authority.

## 9) Additional behavioural needs

### Behaviour plans

Children who present with a pattern of behaviour issues may have a behaviour plan in place in order to support staff in dealing with specific situations. Plans are then renewed periodically.

## **10).Support Systems and Programmes**

### **Positive Play**

The school run a Positive play programme which incorporates aspects of other training and therapies. A number of staff have been trained as ELSAs – Emotional Literacy Support Assistants. Positive play can support pupils with behavioural challenges, in addition to a range of other emotional and wellbeing needs.

### **Talkabout**

A number of support staff are trained to lead Talkabout sessions. These sessions are aimed at developing social communication skills, which can support pupils with behavioural challenges to converse appropriately with other people.

### **Classroom support**

Each class has access to support assistants to help manage learning for pupils with behavioural challenges, and the other pupils in the class.

### **Local authority support**

The school is able to make use of the LEA behaviour support service. The format of this service is currently under review and significant changes will be made to the service in 2016.

## **11). Managing serious behaviour issues**

All serious behaviour incidents are recorded and stored in the headteacher's office. A standard 'reporting form' is used to log details.

### **Exclusions**

The school follows the local authority procedures for exclusions. The local authority provides school with guidance when the school is considering making an exclusion, which the school follows precisely.