

Ysgol Llandrillo yn Rhos



# Positive Behaviour Policy

Compiled by S Davies

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Next review due - September 2022

Headteacher - G Highcock

Chair of Governors - Cllr James Lusted



## Positive Behaviour Policy

*Respect Ourselves*

*Respect Each Other*

*Respect Our School*

At Ysgol Llandrillo yn Rhos, we aim to make every member of the school community feel valued and respected and ensure that everyone is treated fairly.

We are a caring community whose values are built on mutual trust and respect for all.

The new curriculum for Wales promotes:

- Ethical informed citizens
- Enterprising creative contributors
- Healthy, confident individuals
- Ambitious, capable learners

The School's Positive Behaviour Policy is therefore designed to support the way in which all members of the school can learn and work together in a positive atmosphere. We aim to promote the wellbeing of our staff and pupils by providing an environment where everyone feels happy, safe and secure.

*Together Everyone Achieves More*

Ysgol Llandrillo yn Rhos has three overarching rules:

**Respect** Ourselves

**Respect** Each Other

**Respect** Our School

The primary aim of this positive behaviour policy is not a system to enforce rules, it is a means of promoting good relationships so that everyone can work together for the benefit of all.

The purpose of this policy is to support the school community to allow everyone to work and learn together in an effective and considerate way. We strive to provide a consistent approach to positive behaviour management.

We firmly believe that all children should be praised for effort and not for their academic ability. Our ultimate goal is for all children to be intrinsically motivated to progress both in and out of school.

### **Class Rules**

As a school we have high expectations of our pupils.

Behaviour within a classroom is the responsibility of the class teacher and as professionals teachers may use a number of strategies to promote this.

All staff are aware that they have the support of the SEB manager and SLT in the school.

The children and class teacher will discuss and decide upon class rules that promote positive social and learning behaviours. These rules will then be displayed in a way that they are understood by all children (photographs, diagrams, written, wordle etc).

### **Positive Behaviour Management**

We endeavour to lay emphasis on praise as an approach to maintain good standards where the focus is on recognising pupils' success and placing emphasis on effort. We have high expectations of all of the staff and pupils at the school and use praise and recognition for 'above and beyond' the expected.

Praise and recognition are given in a number of ways; words of encouragement, a written comment, awarding of the star award, recognition in a whole school assembly, a handshake or visiting the Headteacher or member of SLT.

### **Rewards/Reinforcers**

At Ysgol Llandrillo yn Rhos we recognise that some children may take longer than others to settle into their new classes, or there may be other factors affecting their behaviour within school.

In these circumstances, the class teacher will decide what is appropriate for their class/pupil as each child within that cohort is an individual. These strategies will be implemented in consultation with the SEB manager or Headteacher/member of SLT.

Rewards/reinforcers are used consistently to promote good behaviours, although these will vary throughout the year, as appropriate.

Rewards/reinforcers are an intervention for behaviour and not a scheme that will run throughout the year.

Rewards/reinforcers may include, for example:

- Dojos
- Golden tickets/green cards/stickers
- Whole class reward system, e.g. peas/marbles in a jar
- Notes home
- Conversations with parents/carers
- Extra playtime
- Whole class time for PSE games, e.g. Social time, Friendship time

### **Consequences**

Children are taught that the decisions they make regarding their actions can have a positive or negative consequence.

As expectations are clearly communicated so are the consequences made known.

Consequences may include:

- Reminders about positive behaviour expectations
- 'Time-out' from an activity for an appropriate length of time for their age
- Time to complete a reflection sheet
- A phone call home
- Time spent in another classroom
- Referral to Headteacher/member of SLT

The adult applying the consequence will ensure that the pupil understands it is only the behaviour for which they are receiving the consequence. A discussion reflecting on alternative positive behaviours will take place. Pupils will not be left unsupervised at any time.

### **Serious or Persistent Incidents**

Any serious incidents will be dealt with immediately by the Headteacher or member of SLT. Any reports of bullying are taken seriously and dealt with promptly and calmly. Our policy on bullying is set out in a separate document.

All staff responses/action in dealing with incidents of extreme pupil behaviour will follow LEA guidelines.

If a child/class displays consistent inappropriate behaviour they may be referred to the school's SEB manager for individual additional support/classroom strategies. We accept that it is the behaviour that is the problem and not the child.

If required, a confidential Individual Behaviour Plan (IBP) will be produced through consultation with staff, parents/carers and the pupil. Individual targets for improvement will be set and monitored.

Support from outside agencies will be sought as appropriate.

### **Exclusion**

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. This can be for one or more fixed periods, up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently.

In all cases the Head teacher will promptly:

- Inform the pupil's parents of the period of the exclusion (or that the exclusion is permanent).
- Give the reasons for the exclusion.
- Inform the Chair of Governors.
- Submit the relevant paperwork to the LEA.

### **Review**

The governing body and staff review this policy every two years, or earlier if required.

# My Rights and Responsibilities



When we are at school, we should all be able to learn, have fun and feel safe, protected and respected. This is what everyone deserves. These are our **RIGHTS**.

Children, teachers and parents all have important jobs to do to make sure everyone's rights are respected. We all need to work together. These are our **RESPONSIBILITIES**.

## All children have *rights*



## I have rights, but I also have *responsibilities*

Children have the right to an education. Discipline in schools should respect children's dignity.

Adapted from Article 28

I will attend school regularly and reach the highest level of education I can.

Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Adapted from Article 23

I will treat all children as equals, no matter what our differences are. I will always do my best to help other children who need special support.

Education should develop each child's personality and talents to the full. Respect for adults, the environment and other cultures are important for all children to learn.

Adapted from Article 29

I will try my best at school. I will respect everyone and their cultures and I will respect and protect the environment.

Everyone in the school community should work towards what is best for each child.

Adapted from Article 3

I will respect adults and work with them to do what is best for my care and protection.

Children have the right to meet and make friends with other children. No one should ever harm others or stop them from enjoying their rights.

Adapted from Article 15

I will choose my own friends but let others join in. I will treat everyone fairly.

Children have a right to be protected from cruelty and neglect and to be treated with respect.

Adapted from Article 37

I will treat everyone with respect and not bully or harm others.

Children have the right to say what they think and for adults and children to listen and take it seriously.

Adapted from Article 12

I will listen carefully and respectfully to all children and adults as I also want everyone at school to listen and respect what I have to say.

