

Ysgol yr Hafod Johnstown



Positive Behaviour Policy

Date: November 2022

Date of Review: November 2025

Review Body: Staff/Governors

Positive Behaviour Policy – September 2022

Our Behaviour Policy considers the following articles of 'The UN Convention on the Rights of the Child' (UNCRC)

Article 3 (*best interests of the child*) *The best interests of the child must be a top priority in all decisions and actions that affect children.*

Article 28 (*right to education*) ... *Discipline in schools must respect children's dignity and their rights.*

"Punishment doesn't teach better behaviour, restorative conversations do." Paul Dix

RATIONALE

YYHJ Primary is an inclusive school that strives to meet the needs of a range of children-this includes those with complex family backgrounds as well as those with a range of additional needs. At YYHJ, we aim to be a school where wellbeing is at the centre of our learning and teaching and where children can feel safe, be confident and happy.

Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to demonstrate 'good behaviour' still need to be treated with respect and made to feel valued.

'Understanding why a child is challenging is the first and most important part of helping them.'
Dr Ross Greene, Clinical psychologist

Effective learning and teaching is dependent upon positive relationships between staff and pupils, as well as peer to peer relationships. We believe it is essential that staff are consistent when applying our Behaviour policy.

At YYHJ we have based our policy on an overwhelmingly positive, restorative approach towards managing behaviour. The policy is based on self-regulation, high self-esteem, and respect for others.

We recognise that issues and problems may arise; the success of our policy will be reflected the way in which we deal with them.

The positive behaviour policy operates alongside the following policies:

- Anti-Bullying
- Safeguarding, including Child protection
- E Safety
- Health and Safety
- Exclusions
- Curriculum Policy
- ALN (Additional Learning Needs)
- Anti-racism

Aims

At YYHJ our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Our aim is to motivate and help children to make the right choices. **Our school aims to:**

- provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised
- create a culture of exceptionally good behaviour; for learning, for community, for life

- recognise and acknowledge that every child is an individual and as a result different approaches towards behaviour incidents may be needed
- ensure all learners are shown respect, and treated as individuals
- help learners take control over their behaviour and be responsible for the consequences of it
- provide staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others
- build a community which values, courage, care, respect, aspiration, and empathy for others
- allow positive relationships to flourish
- ensure excellent behaviour is a minimum expectation for all

YYHJ Vision.

Learning for Life - to equip our learners with the skills they need to take their place in the modern world.

The Four Purposes are the driver for the Curriculum for Wales and linked to our Core Values: -

**Care
Courage
Aspiration
Respect**

School Rules

Our school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Our rules should help to create a happy environment for pupils to work in.

The rules are set out below. They have been agreed by the children, Staff and Governors as a whole school, consistent approach:

**Ready
Respectful
Responsible**

At the start of each term, children and staff agree their own class routines and expectations, always with a focus on our 3 R's. The children are reminded of their class expectations throughout the academic year.

School Ethos: Consistency is Key!

At YYHJ all adults understand that the key to successful behaviour is consistency, by all staff, always.

'If you are persistent, you will get it. If you are consistent, you will keep it.' Unknown

As we expect excellent behaviour from our learners, we have expectations for all adult in our school.

Expectations of adults

We expect every adult to:

- Meet and greet at the door
- Refer to 'Ready, Respect, Responsible
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all learners.
- Use a visible recognition mechanism throughout the day.
- Remain calm when dealing with inappropriate behaviour.
- Be proactive in understanding what the triggers are for individual children rather than reactive in picking up the pieces after the incident.
- Follow up every time and engage in reflective dialogue with learners.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle Leaders are expected to:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the phase to encourage appropriate conduct•
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of consistent routines and 'scripts'
- Encourage Positive Notes and Positive Phone Calls

Head Teacher and Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders are expected to:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at key times throughout the day e.g., lunch time, wherever possible
- Acknowledge and thank staff, leaders, and learners whose effort goes above and beyond expectations
- Regularly model and share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Ensure staff training needs are identified and targeted
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the school site, particularly at transition times

The Governing Body are expected to:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

Creating a climate for excellent behaviour.

Our behaviour policy is reflected in all layers of our curriculum model.

Consistent environment:

We create an inspirational and enabling learning environment with consistent routines, consistent adults, visual messages which promote the four purposes, echo our core values, and build positive images of learners.

Consistency in Practice.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

Where learners feel treated as valued individuals, they respect adults and accept their authority.

As a school we present a consistent approach, but we do not expect classes to be clones of each other. Children and adults are all different and therefore have different needs.

Consistent relationships.

We expect all adults to spend time getting to know the children well. We call this 'deliberate botheredness.' This ensures that children know they are valued as individuals and helps to encourage respect within our school community.

Consistent, simple rules and routines

In every class, consistent routines and mutually agreed rules help to create a safe learning environment where children feel secure and able to take risks, try out and develop their independence and build positive relationships with others.

Consistent Positive Reinforcement:

Positive behaviour is consistently reinforced everywhere in school, across the school day.

Consistent respect from the adults:

Even in the face of disrespectful learners!

Consistent models of emotional control:

We expect staff to remain calm when dealing with behaviour. They model emotional restraint, and this in turn teaches children to remain calm when incidents occur.

Consistently reinforced rituals and routines for behaviour around the site:

In classrooms, when moving around the school, and outside. All adults take responsibility and remind children about the correct behaviour, not just the adults working with that child/ group of children.

Consistent language; consistent response:

Where necessary, staff use a 30 second script in reminding children about the behaviour we want to see. The script provides simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up:

Ensuring 'certainty' at the classroom, phase, and senior management level. Staff dealing with problems together, alongside SLT and presenting a united front.

Consistent consequences:

Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.

Positive strategies

'The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.'

Paul Dix

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best behaviour' and create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

All staff create a welcoming and inspirational environment, centre around the four purposes and where all children feel valued as individuals.

In addition to verbal praise and feedback which is embedded in our teaching and learning, all adults will be looking out for children who demonstrate our core values and go '**Over and Above.**'

Ways that children will be recognised for doing so:

- **Phone calls and notes/ postcards home/ hand over conversations at the end of the day**, to inform parents about positive behaviour. (*Putting 'money in the bank.'*)

'The Positive Note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

- **Special Mentions Assembly** - This is where children from each class who have demonstrated any of the four purposes are presented with a certificate during the weekly assembly.

- **Recognition board-** (*pg. 24) the focus will differ for each class (decided by adults and children) and used to encourage social or learning behaviours. Adults or pupils can nominate names for the board and there is an emphasis on children working together as a team to get everyone's name on the board.

'The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.' Paul Dix

- **Class Rewards**.

Children earn dojo rewards etc which can be earned throughout the whole school day. They can earn points for:

- Positive behaviour
- Demonstrating the four purposes
- Following school rules
- Being polite
- Helpful
- Kind to others
- Changing their behaviour
- Supporting others in their class

Hot chocolate Friday. Children consistently going over and above will be invited to have hot chocolate with SMT on some Friday afternoons. It needs to be high level recognition to ensure it is not devalued.

Managing behaviour.

Engagement with learning is always our primary aim at YYHJ. For most of our learners, a gentle reminder is all that this needed. On occasions, it may be necessary for a child to leave the classroom for a short period of time, but the step should always be followed with care and consideration, taking individual needs into account. We expect all adults to praise and acknowledge the behaviour they want to see and not focus on the undesirable behaviours.

Steps for managing and modifying in appropriate behaviour.

Learners are held responsible for their behaviour. Staff at YYHJ deal with behaviour without delegating and use the steps outlined below. We use the acronym 'R.E.S.T' to remember the sequence of steps to ensure consistency.

It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps	Actions
R Reminders	Gentle encouragement, a nudge in the right direction. Non-verbal cues (a look, a hand gesture) acknowledgement If necessary, • A reminder of our three rules: Ready, Respect, Responsible, or class rules delivered privately. • The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary. • Praise/ thanks will be given if the learner is able to demonstrate appropriate behaviour as a result of the reminder
E End warning	A clear verbal warning, delivered privately wherever possible, making the learner aware of their behaviour, and clearly outlining the consequences if they continue. (E.g., moving to another table, staying behind to complete work, missing 5 mins of play etc)

(Ten second script)	Use the phrase "Think carefully about your next step!" Offer a positive choice to do so and refer to previous examples of good behaviour. Eg <i>"Remember, we use appropriate language in school. This is your final warning. If you continue to use inappropriate language at lunchtime you will have to lose time outside. I know how well you can speak."</i> (And walk away)
S Script with a sanction (30 second script)	If the pupil still does not engage or there is a repeat of the poor behaviour, we use the 30 second script, example below. • "I have noticed that you are (having trouble getting started, wandering around, using inappropriate language etc) right now. • "At YYHJ we (refer to 3R's or class rules e.g., we use kind words etc) • Because of that you need to (refer to action to support behaviour e.g., move to another table, go, and sit by yourself, go, and cool down, etc) • See me for 2 minutes after class/ at the end of lunch • Do you remember yesterday/ last week when you (refer to previous positive behaviour) • That is who I need to see today • Thank you for listening
T Time out/Cool off. Time to think!	This step is only needed if the child needs to calm down and compose themselves. Time out might be a brief time in a space away from the class, on a bench in the playground etc.
'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix If steps S and T are reached the following must be followed...	
Restorative conversation	(5 minutes after class, at the end of lunchtime, end of day etc) This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost the teacher may decide work should be taken home (Pay it back time) or losing part of outdoor play time.
Support step	In more serious circumstances, for example, aggressive or threatening behaviour, the support step will be needed. This support may be from a colleague, or SLT and should be dealt with together as a united front. Adaptations for certain children identified as having particular behaviour needs will be identified on a PSP
Follow up	If a child has 2 incidents in a week requiring 'steps S and T', the class teacher will speak to parents If a child has 3 or more incident in a week, a face-to-face meeting between the parents and teacher will be arranged. AN SLT member may be invited if deemed appropriate. Any meeting with SLT should always include the class teacher/ T.A. presenting a united front. Children who regularly have more than 3 incidents during the week will have daily check ins to monitor their behaviour. They may have a 'Road to Success' sheet where they co-construct their targets to manage their improvement journey.

	Children who are identified as having significant behaviour needs may have a PSP- in which modifications to our generic policy will be outlined. This PSP will be made involving the child, parents, class teacher and SLT/ ALNCo. Consequences for these children will be detailed in their PSP
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Serious incidents.

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. Serious behaviour matters should always be referred to SMT. Serious incidents could include:

Targeted bullying
Racist or homophobic comments
Physical aggression towards adults
Continued physical aggression towards children

Restorative Practice

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'
Paul Dix

Every adult in our school is important and can deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g., standing alongside the adult to present a united front in dealing with the incident if appropriate, as an agreed consequence eg payback time.

At YYHJ we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. The number of questions used will be at the adult's discretion and will depend on the individual child's age and stage of development.

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Heavy sanctions rarely meet the needs of the child.' Paul Dix

It is our aim that most children will remain at steps 1 and 2. (R and E)

At YYHJ we always encourage positive behaviour. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be a clear, consistent consequence chosen by the adult dealing with a specific incident. For children with identified behaviour needs, examples will be detailed on their PSP.

The aim is to issue a consequence that is likely to result in a modification of the behaviour and allows the children to learn and move forward. These should be proportionate and appropriate to the incident that has occurred. The consequences will depend on the individual child and their age/ stage of development.

For example

“Two/ Five minutes owed” A reflective time when the child and adult privately discuss their actions and how it has impacted on others. This may be at the start of playtime/ lunchtime. The purpose is to enable the adult to remind the child of core values/ 3Rs and to encourage positive behaviour in the future.

Pay it back time

An appropriate action linked to the incident and value which has not been shown.

- E.g., Missing part of play time/lunchtime for in class behaviour
- Up to five minutes standing at a designated area of the playground for outside behaviour
- Working on their own in an area of the classroom/ or just outside
- Writing a letter of apology
- Cleaning up a mess they have made
- Finishing work at home or during break

Parental involvement

We feel it is important for parents to be aware of repeated incidents (See Follow up above). We will communicate in a variety of ways- phone calls, handovers at the end of the day, informal and formal meetings.

We say no to Whole Class Punishments:

At YYHJ we believe that the whole class should not be responsible for the behaviour of a few individuals.

‘There is no learning beyond reconfirming the unfairness of the teacher. They (the children causing the whole class punishment) go out to break with a smile, safe in the knowledge that their behaviour continues to control others.’ Paul Dix

At YYHJ the adult will speak to the children involved away from the rest of the class, at an appropriate time, delivering the script.

Behaviour Blueprint – Completed on a Word Document!

CLASSROOM PLAN – ALSO ON WORD DOC!

