



Ysgol Y Bryn

Positive Behaviour Policy

Approved by Full Governing Body: 25.10.23

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Signed:

Mrs. R. Dawson Acting Headteacher Date: 25.10.23

Mr. G. Jones Chair of Governors Date: 25.10.23



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This policy is the statement of principles, aims and strategies for the positive management of behaviour at Ysgol Y Bryn

Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At Ysgol Y Bryn, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that every one in school is -

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

The aims of our positive behaviour programme

- Ysgol Y Bryn is a safe environment where all can teach and learn in a happy atmosphere and create a positive and stimulating learning environment, having high expectations of children's work.
- All who are involved with our school show respect and consideration for others and to encourage our children to co-operate with one another and with adults in the school.
- The school property and the property of those within school is looked after.
- Everyone in Ysgol Y Bryn takes responsibility for making our school a happy place in which to work.
- Work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- If pupils, staff and parents feel proud of Ysgol Y Bryn then we are well on the way to raising the self-esteem of all involved.
- Restorative practice principles and values are used across the school, to support, develop, and promote the strong sense of positive 'can do' attitudes and culture.

How will we achieve our aims?

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in Ysgol Y Bryn.

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.

Building positive relationships 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/carer involvement by:

- Ensuring effective home-school communication through newsletters, termly curriculum letters, parent's evenings, School Facebook page, 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, residential, 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

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. Most lessons should start with the teacher talking for no longer than 2 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

All teachers will meet their pupils at the end of break time and ensure pupils re-enter the class in a calm manner before engaging in lessons. When pupils are being given a consequence such as being kept in during break times, it is the class teacher's responsibility to supervise and provide an activity for pupils during this time.

School Rules are few and have been drawn up by the children themselves. They are:

- **Be Safe**
- **Show respect**
- **Promote Positive Relationships**

School rules are based on the need for practices, which ensure the safety of all. The rules have been designed to be simple and to reinforce certain behaviours expected in different parts of the school or at different times of the day. The core value of respect runs through all of these rules.

Each year class teachers also establish class rules, which reflect the school rules. The class rules are negotiated and agreed by the children and displayed in the classroom.

Each week follows a set timetable and session routine which children in each year group quickly become familiar with. Staff will give pupils plenty of notice if routines are to change, to ensure pupils can deal effectively with the change.

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

Support Staff

This group includes:

- The School Administrator, Clerical Assistants, Teaching Assistants, Caretaker, Catering and Cleaning Supervisors, Lunchtime and Playground Supervisors.
- Support Staff maintain positive relationships with pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

Equality and Fairness

At Ysgol Y Bryn all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council.

Behaviour Strategies at Ysgol Y Bryn

Behaviour strategies at Ysgol Y Bryn follow the guidelines of '*Restorative Practice*' and '*Assertive Discipline*' (Lee Canter).

Classroom Strategies

Individual

'Making the right choice'

Each class teacher operates a range of classroom strategies to de-escalate and distract pupils who are displaying challenging behaviour. Positive behaviour is continually encouraged, in a number of ways.

For example;

- Proactive staff who are positive with the pupils in their work and social development.
- A happy, and caring environment where staff engage with pupils as fully as possible in their learning.
- All staff follow a 'no shouting and no sarcasm' rule.
- Children are rewarded through golden tickets.

(Consequences are dependant on age of child and nature of incident).

Consequences are given with the aim of the minimum consequence for the maximum effectiveness. A range of consequences are given. **See Appendix A '*Positive Behaviour Chart*'**

Whole Class Rewards

Golden Tickets

Golden tickets are awarded for pupils displaying the 3 school rules. These are placed into the prize box and drawn out each week at achievement assembly where pupils can pick a prize.

House Points

Pupils can earn house points during whole school team events – Sports day, Eisteddfod competitions etc. These are calculated termly and a winner announced at the end of the academic year where an award is selected for the whole school by the winning house.

Celebration Assembly

Every week one child in each class is chosen for 'Pupil of The Week' and 'Merit' certificate/award. These are given by staff for pupils that have shown excellent behaviour during the last week. They are awarded their certificate during Friday morning assembly.

Children and staff are also invited to share any out of school achievements. Achievements are then displayed in our celebration cabinet for the whole school and visitors to see.

Restorative Practice

Nearly all staff attended an Inset training day on Restorative Practice, on dealing with situations in a restorative manner. Where pupils have a disagreement or need to discuss issues, pupils are asked to discuss the issues, and four key questions are included (along with others if needed);

1. What happened?
2. What were you thinking/feeling at the time?
3. What can we do to make this better?
4. What would we do differently next time?

During the 'restorative chat' the pupil displaying the challenging behaviour, and the pupil who may have been harmed, are both given the opportunity to discuss the issue in a calm, and mature way. The member of staff dealing with the issue does so in a calm, and restorative manner.

If they feel that the pupil displaying the challenging behaviour is not ready to talk, then a period of calming down time is given to the pupil. Again, the principle behind this approach is to allow the pupil to self-regulate their own emotions and behaviour, and to build resilience, tolerance, and patience in dealing more effectively with their behaviours in future.

The more serious behavioural incidents are recorded on a restorative record, kept in the library – near FP. Pupils are asked to join a member of staff through the restorative chat, outlined above. The staff member writes down the main points of the incident, and the pupils agree on the outcome. It is then the staff member, who decides from what they have heard, what is a fair and appropriate consequence. Consequences are given with the aim of the minimum consequence for the maximum effectiveness. Pupils are asked to write their names, along with the member of staff who has helped deal with the problem, so that, if needed, the SLT (and if needed- the Headteacher) can be informed. If needed, parents are informed of the issue, and again, if needed, invited in to discuss issue/outcome, and ways of support (if required).

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.

In all situations where displayed behaviour/actions has been challenging, the class teacher/teaching assistant with complete an 'ABC' report to record the time and nature of the behaviour. Any triggers to the behaviour will also be noted to record any patterns or mitigate any potential triggers (Appendix B)

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 (ie persistent offending, physical assault, use of foul language, rudeness or inappropriate behaviour) it should be referred to the Senior Leadership Team, Deputy Head Teacher and then Head Teacher if necessary.

The following steps should be taken in this order:

- I. Minimal verbal reprimand by class teacher and/or Senior Leadership Team, Deputy Head Teacher, Head Teacher. **It is important that children do not receive extensive adult attention for undesirable behaviour, as this can be very rewarding for many children, particularly if dealt with in front of a captive audience.** A child told off by a dinner supervisor, then by a class teacher in front of the class, then by the Headteacher, then by parents will have received a great deal of time, attention and energy for their actions. For many children who crave attention, the behaviour is likely to be repeated as a result.
- II. Loss of privilege (eg, missing some or all of break time) and/or loss of some or all of Golden Time. A child should only be excluded from games or swimming lessons if it is felt that their conduct would be a danger to themselves or others in these situations.
- III. 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.
- IV. Following (3) an agreed strategy between the parents and school needs to be established. If the behaviour becomes persistent we need to 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.

- V. Outside agencies such as the Behaviour Support Service, Educational Psychology Service or Health Service will be involved.

- VI. 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.

Additional behavioural needs

Pastoral Support Plans (PSP)

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 can also set up reduced timetable plans to support re-integration back into full time school. Plans are reviewed periodically and in collaboration with parents/carers. When creating an individual risk assessment, the child's One Page Profile is also considered in ensuring the best strategies to support are in place.

Individual Risk Assessments

Children who present with behaviours deemed to cause a 'risk' may have an individual risk assessment in place to mitigate and prevent foreseen situations previously displayed by children. Plans are then renewed periodically and in collaboration with parents/carers. As behaviours, risks change, plans are amended accordingly. Plans are also discussed with the Behaviour and Inclusion Team. When creating an individual risk assessment, the child's One Page Profile is also considered in ensuring the best strategies to support are in place.

Support systems and programmes

Positive play and well-being provision

The school runs a number of interventions which incorporates aspects of other training and therapies. The schools' positive play well-being interventions can support pupils with speech and language challenges, behavioural challenges and in addition a range of other social, emotional and well-being needs. Pupils are also supported through ELSA.

Local authority support

The school is able to make use of the LEA behaviour support service.

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.

When the procedures do not work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the ALNCo, EWO, Behaviour and Inclusion Team or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed. Any child returning to school following exclusion is helped to behave appropriately on their return through a 're-integration meeting' whereby the incident is discussed, and re-integration/ support strategies/ways forward are agreed. All relevant options will be looked at and discussed.

Exclusions

In some cases it may be necessary to exclude a child for example if there has been a serious physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LEA's procedures are followed. In all exclusion cases, the Chair of Governors will be informed in detail.

Team Teach

All staff at Ysgol Y Bryn have received Team Teach training. This is renewed every 3 years. The Team Teach approach focuses on fostering a positive environment where physical handling is used only as a last resort. Training emphasises communication and de-escalation strategies as well as a full understanding of the causes of challenging behaviour, reducing the need for invasive interventions.

It is important to remember that any 'restraint' should be in line with Carmarthenshire County Council's guidelines.

Monitoring and evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly through evaluative meetings.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school prospectus.

Appendix A

Positive Behaviour Chart



Ysgol Y Bryn Positive Behaviour



<p>Behaviour</p> <ul style="list-style-type: none"> • School values • Fairness • Respect • Calmness • Responsibility • Perseverance • Positivity • Resilience 	<p>Behaviour</p> <ul style="list-style-type: none"> • Not following values • Shouting out • Not listening • Distracting others • Not on task • Climbing 	<p>Behaviour</p> <ul style="list-style-type: none"> • Bad language • Minor physical violence • Strops • Refusal to <u>work</u> • Throwing objects • Running away 	<p>Behaviour</p> <ul style="list-style-type: none"> • Swearing at people • Throwing dangerous objects • Physical violence • Spitting • Persistent refusals • Damaging property 	<p>Behaviour</p> <ul style="list-style-type: none"> • Extreme physical violence • Stealing • Racist remarks • Inappropriate remarks/ gestures
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>Rewards</p> <ul style="list-style-type: none"> ✓ Golden tickets ✓ Merits ✓ Hot chocolate with the head ✓ School trips ✓ Class rewards 	<p>Consequence</p> <ul style="list-style-type: none"> ✓ Miss 5-10 minutes with teacher ✓ ABC/ Restorative 	<p>Consequence</p> <ul style="list-style-type: none"> ✓ Miss 10-15 minutes with teacher ✓ ABC/ Restorative 	<p>Consequence</p> <ul style="list-style-type: none"> ✓ SLT involvement ✓ Restorative/ABC ✓ Missing whole play times ✓ Class exclusion ✓ Discussion with parents/carers 	<p>Consequence</p> <ul style="list-style-type: none"> ✓ HT/ SLT involvement ✓ Restorative/ ABC ✓ Class/ School exclusion ✓ Discussion with parents/carers

Appendix B

ABC records



ABC Forms Ysgol y Bryn



Pupil's name:	Staff Member:	Year:	Date:	Time:
Antecedent	Behaviour		Consequence	
What happened before the incident?	What did the child do and say?		What did the teacher/TA do next?	What was the payoff for the child? What did they gain?

Appendix C

Restorative practice record



Restorative Form – Ysgol y Bryn



Challenging Behaviour Name:	Harmed participant
Year group: Date:	Time Start: Time End: Location
What happened?	
How were you feeling?	
How can we fix this?	

Signed by pupil: 1 _____ 2 _____ 3 _____ 4 _____ |

Signed by Adult: _____

Monitored by: _____

