

‘Plannu hadau i dyfu am oes – planting the seeds for a lifetime of growth’
Respect, Care, Community - Parch, Gofal, Gymuned



Pontlliw Primary School Ysgol Gynradd Pontlliw


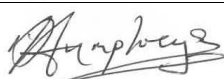
Positive Behaviour Policy

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: All children have the right to give their opinion, and for adults to listen and take it seriously.

Article 28 : All children have the right to a good quality education.



Name	Position	Signature	Date
Alison Norman	Headteacher		September 2022
Ian Humphreys	Chair of Governors		September 2022

School Policies and Documents

Pontlliw Primary School has a range of policies and documents which cover the areas of Statutory requirements, Curriculum, Health and Safety etc. Some of the policies have been formulated by school staff while others are produced by the LA and/or Consortium and adopted by the Governing Body. These are stored on the office shared drive, HWB and the school website when appropriate. Paper copies of these policies are available from the school office and are stored in the school office.

Introduction

At Pontlliw Primary School our school curriculum vision begins with developing strong roots based on ensuring our pupils feel safe, secure and develop strong relationships with everyone in the school community. Children are at the heart of everything we do and for them to achieve their potential positive relationships are vital. It is always in the best interest of the child for parents/carers to maintain a positive relationship with the school. If there are any concerns, parents/carers are encouraged to speak to the class teacher who is available daily in the first instance or contact the school if they wish to discuss their concerns further.

At Pontlliw Primary School our school motto is 'Planting the seeds for a lifetime of growth; as we are constantly growing and moving forward our learning all that we do. As part of school life, we are committed to developing our pupils' values and creating a positive mind set where we encourage our pupils to be the best they can be.

Our school Values were developed with all stakeholders and are:

Respect – Parch

Care – Parch

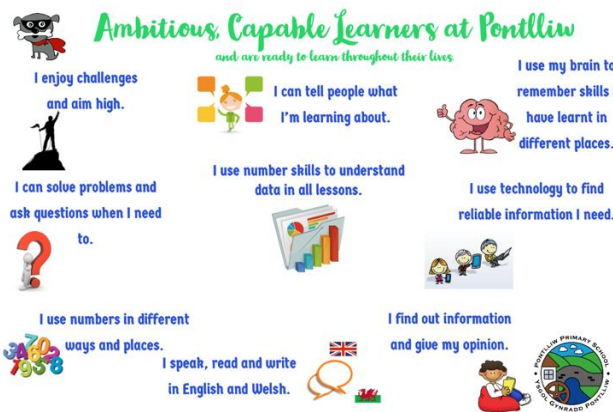
Community – Gymnued

The pupils have created a set of rules for each value that the whole school community follows to ensure Pontlliw is a welcoming and positive environment that everyone wants to be part of.

The purpose of this policy is to ensure every pupil becomes:


Ambitious, Capable Learners at Pontlliw
and are ready to learn throughout their lives

- I enjoy challenges and aim high.
- I can tell people what I'm learning about.
- I use my brain to remember skills I have learnt in different places.
- I can solve problems and ask questions when I need to.
- I use number skills to understand data in all lessons.
- I use technology to find reliable information I need.
- I use numbers in different ways and places.
- I speak, read and write in English and Welsh.
- I find out information and give my opinion.



Enterprising, Creative Contributors at Pontlliw
are ready to play a full part in life and work.

- I use what I learn to create new things.
- I think creatively to look at something in a different way to solve a problem.
- I am kind, selfless and help others.
- I can take risks that won't hurt me or others.
- I share ideas and feelings with others in different ways.
- I can lead, listen and share jobs in a team.





Ethical, Informed Citizens at Pontlliw

and are ready to be citizens of Wales and the World.

I find out about things myself and make my own choices.



I know about Wales and the world, now and in the past.



I find out good and bad things that are happening in the world and how it could affect me.



I respect other cultures.



I know how my actions and decisions affect other people.



I need to take care of our world to ensure future generations can enjoy it.



Healthy, Confident Individuals at Pontlliw

are ready to lead fulfilling lives as values members of society

I know what I believe in.



I know who to go to if I need help to stay safe.



I try to be independent and do things for myself.



I'm becoming more confident when facing and overcoming challenges.



I can perform in front of other people.



I know how to stay fit, have a healthy diet and lead an active life.



I take sensible risks.



I make friends and respect other people.



Our vision for the curriculum is that strong relationships need to establish to provide the conditions for learning. This allows our pupils to develop their learning through our experience rich, pupil led and cross-curricular curriculum which develops their skills and knowledge enabling them to become confident individuals that can explore the possibilities of their own learning independently.

We are proud of Pontlliw Primary School and all our school has to offer. We believe that everyone is unique and celebrate this at Pontlliw Primary School at every opportunity.



Aims

- To develop a policy supported and followed by the whole school community, parents, teachers, learners and governors, based on a sense of community and shared values.
- To develop positive relationships to create a caring, inclusive, respectful ethos in which pupils can thrive and where teaching and learning can take place in a safe and happy environment.
- To enable, through the school curriculum, the development of positive values as well as knowledge and skills. (This will promote responsible behaviour, encourage self-

discipline and encourage learners to follow our values of respect, care and community).

- To treat problems as and when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To develop an understanding of why learners, behave in a certain way and support that pupil to understand and develop positive behaviour.
- To enable all children to experience their human rights laid out in the UNCRC, and to empower our children to stand up for the rights of others.'

Our commitment to developing Positive Relationships

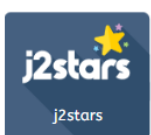
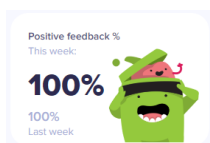
Pontlliw Primary School has a positive behaviour culture. We are very proud of the excellent behaviour of all our pupils who are frequently praised by visitors and when visiting places for their lovely manners and general behaviour. Good behaviour is important for effective learning and teaching to take place.

We expect pupils at Pontlliw to be polite and respectful to all and to always try their best. We hope to instil a sense of pride and caring attitude in the pupils towards their environment and towards each other. Each class develops their own 'Class Charter' based on the UNCRC rights of the child which is followed in all aspects of school life. Our pupils decide which rights are to be placed within each classes charter which ensures they participate in the development of these charters, which not only enables a shared understanding of rights and values but also means that the charters are informed by the priorities and concerns of children themselves.

The most meaningful and positive form of discipline is self-discipline. We work hard at Pontlliw School to instil this in our pupils. Pupils of all ages are encouraged to behave sensibly, and older pupils are encouraged to adopt a caring attitude towards younger ones for example through our playground buddy and pupil voice systems. We place a strong emphasis on good manners, orderly movement about the school, taking care of our school environment and caring for others through our values, assemblies and general daily reminders.

Staff are continually on the lookout for good behaviour to praise and reward which is done in a variety of way, for example, classroom reward system, schoolhouse point systems or pupil of the week certificates. We believe that pupils will grow in confidence and independence to be the best they can be in a positive environment where they are encouraged and challenged.

In Upper PS1 and in lower and middle PS2 J2 stars is used to reward through a point system excellent behaviour such as being kind, brave, helpful or sitting nicely. Class teachers are able to personalise the points they award, to ensure they are personal and relevant to the pupils in each class. Prizes vary from one class to another and are decided by the class. Teachers and children can decide what points are given for. In upper PS2 and PS3 Class Dojo is used to reward positive behaviour through a point system. Like J2E Stars, prizes vary between classes and are decided by the class and teacher. If pupils feel another pupil deserves a point, they will award them via their teacher.



Guidelines for Good Relationships at Pontlliw - for all staff and adults in the school

- **Treat all pupils fairly and equally through Restorative Practice.** All pupils must be given an opportunity to explain their behaviour before a conclusion is drawn.
- **Be friendly and approachable.** Pupils need to see you as someone who is ready to listen to them. Your manner is important when promoting and developing relationships.
- **Give gentle reminders.** Pupils often forget some rules e.g. running in the corridor.
- **Stay calm.** Try to always stay calm. This will help you to remain in control of the situation and be effective.
- **Smile.** Try and remember to smile at the pupils, a smile sends a positive message.
- **Talk to pupils.** Be willing to talk to the pupils about their news, interests and activities.
- **Give praise.** Praise is more effective than criticism so use praise frequently.
- **Be polite.** Set a good example to the pupils through the use of good manners.
- **Avoid getting into a confrontation.** Don't argue with a pupil, this undermines your authority. Repeat your request calmly with a "thank you" which emphasises you expect them to do, then use your sanctions system if required.
- **Help a pupil "back out" of an awkward situation.** If a pupil is deliberately impolite ask them to repeat what they said or explain you didn't quite hear them. These allow the pupil to retract the statement or apologise.
- **Try not to shout.** Avoid shouting at all times. If the noise level is high use other ways to gain the pupils attention.
- **Do not use labels.** Do not give pupils negative labels. Always label the behaviour and NOT the pupil.
- **Keep an eye out for loners.** Talk to them and try and involve them in games with the other pupils. Link them with the playground buddies.

Restorative Practice

The response to misbehaviour is always positive and will depend on the nature of the behaviour, and the age and maturity of the pupil. We deal with any misbehaviour using a restorative practice approach. This enables the pupil to explain their thoughts and reasons for their behaviour choice through 5 questions:

- **What happened?**
- **What were you thinking about at the time?**
- **What have your thoughts been since?**
- **Who has been affected by what you did? and in what way?**
- **What do you think needs to happen to make things right?**

This enables pupils to be listened to and makes them aware of the effect that their actions have on others. The pupils then decide on an appropriate consequence for their behaviour with all parties involved and with the member of staff as a facilitator. This has proved to be an effective method for dealing with behavioural issues and all staff have received training.

Parents will be contacted if an incident is serious. We feel that parental support is crucial in order to provide the pupil with a consistency of approach.

High Expectations

- All members of the school community are asked to respect each other
- All learners are expected to respect their own and other people's property and to take care of books and equipment.
- Learners are expected to be well-behaved, well-mannered and attentive.
- Physical violence is not acceptable, neither is retaliation.
- Learners must not bring dangerous or valuable objects to school, unless requested by class teacher. The school will not be responsible for the loss or damage of such items.
- Learners should wear the correct school uniform.
- All learners have the right to equality and non-discrimination. No member of the school community should discriminate against others or face discrimination.

These expectations have been formulated with the safety and well-being of the learners in mind, and to enable the school to function efficiently as a place of learning. They are also in line with the UNCRC articles e.g All children have a right to be safe from violence (Article 19 UNCRC)

Mindset

Years of research have shown that mindset can be altered. This means that by helping our learners to develop a positive mindset, we can help them to achieve the Four Purposes of the curriculum. A whole school approach to developing a positive mindset underpins all relationships within the school. Each class has a motto which encourages pupils to develop resilience, perseverance and encourages engagement with learning. We promote a not yet, but I will attitude to learning:

- **Praise** – At Pontlliw focus is placed on praising the process, effort and individual development within work.
- **Feedback** - We encourage our pupils to ask for and act on terms of their work and their behaviour.
- **Self-Regulation** – We help pupils to understand why they feel and react in a certain way. Pontlliw alongside other primary schools and its pupils has developed a “Self-Regulation Tool” to support pupils to move to the best zone for learning.



A Consistent Approach

Minor discipline issues are dealt with by the class teacher through the three restorative questions. All staff aim to use this as a learning opportunity for the pupils. This is consistently applied in a caring, supportive and fair manner, with some flexibility regarding the age of the pupil. It is up to the class teacher to decide whether a sanction is needed e.g missed play time, not allowed in a particular area, use of equipment etc Each case is treated individually. Pupils are made aware that they are responsible for their own actions and that poor levels of behaviour will lead to such consequences.

Parents will be contacted by the class teacher if problems are persistent or recurring. This will enable both home and school to work together in the best interest of the learner.

More serious issues of discipline are generally rare. However, if the class teacher feels it is necessary to escalate, usually due to safeguarding implications, or the need to ensure appropriate support is in place, they will escalate to a member of the senior leadership team. They may feel that this needs immediate escalation to the Head Teacher. In this case the Head teacher will either advise the teacher how to deal with the situation or if the incident is serious enough, the headteacher will make a decision as to the next step e.g a meeting will be arranged with the parents and a plan will be created. The needs and best interests of the pupil are the priority of such a meeting, which will help make sure that all adults work

together to find the most appropriate way to supporting the child to develop positive behaviours.

Playtimes

In order to meet the well-being needs of our learners, the school has realised the need to review playtimes and the activities that are offered. In developing pupils' well-being, the pupils now understand the importance of looking after their physical and mental health. Learning ensures that all pupils understand that their brain needs rest and food. They also learn that different pupils need to do this in different ways. To ensure the differing needs of the pupils are met there is a choice of activities during playtime which may include playing a game with an adult, playing with their peers, reading, quiet areas, drawing etc. All choices are valued.

This approach is also extended to lunchtime where lunchtime supervisors encourage and provide a range of activities for pupils to choose in both yards and alongside the peer buddies in the infant yard. Developing positive relationships and ensuring the well-being needs of the learners are met is a priority during this time.

The lunchtime supervisors manage the majority of behaviour issues using the restorative practice approach. However, if they feel this needs to be escalated to the class teacher due to the severity or recurrence, then this must be undertaken as soon as possible to enable the class teacher to deal with the issue.

If a child needs "Time out" to calm down, they will be sent to sit quietly in a quiet area or the sensory tent. On occasions a mindfulness video will be used to calm the learner down before any attempt is made to use restorative questions.

Parents

Parents can help by:

- Recognising that an effective positive relationship policy requires close partnership between parents, teachers and pupils.
- Discussing the school's expectations with their child, emphasising that everyone concerned want the best for the child
- Attending Parents' Evenings, parents' functions and any required meetings
- Knowing that learning and teaching cannot take place without positive relationships.
- Remembering that staff deal with behaviour through restorative approaches.
- Understanding the Four Purposes of the Curriculum for Wales
- Recognising that their child and all other children have rights

Recording Incidents

Staff involved in an incident of unacceptable behaviour are responsible for noting the events on the school's safeguarding system "My Concern". These might include any incidents involving a pupil, or anyone employed in school which results in:

- Aggressive behaviour
- Physical injury
- Damage to property
- Loss or theft
- A disclosure or safeguarding issue

Occasionally there is a need for the school to seek advice from the LA Behaviour Support Team or outside agencies such as Speech and Language Therapy or Child and Adolescent Mental Health Department. Referrals of pupils to such services are made in the best interests of the pupil and are via the school ALNCO and in collaboration with the pupil's parents.

Playground buddies

Some pupils have had training in being a playground buddy. The Playground buddy scheme promotes good relationships and allows the learners to recognise and reward good behaviour. They each have the job description below:

- To help keep everybody safe
- To help sort out problems
- To help pupils to stay happy
- To be a good listener and communicator
- To help lonely learners to make friends
- To be a caring friend to all learners
- To watch out for new learners
- To help put out playtime equipment
- To help put away playtime equipment
- To teach pupils new games.

Equal Opportunity and Disability

It is part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all learners are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.