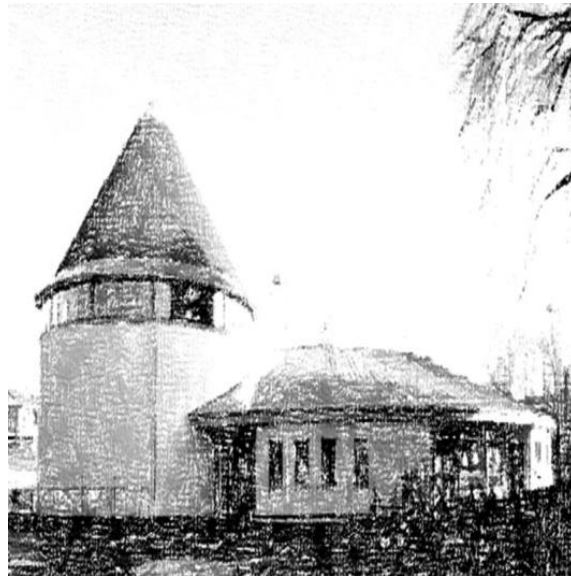




Priory Church In Wales (Aided) Primary School

*'Celebrating Creativity, Imagination and
Belief'*



POSITIVE BEHAVIOUR POLICY

Adopted by Headteacher and Governing Body on 26th April 2022

Latest reviewed on: 04.07.23

Updated with staff: October 2023 due to behaviour difficulties across school

Reviewed with Governors on: 28.11.23

Signed

Acting Headteacher (Miss C Pugh)

Signed

Chair of Governors (Cllr M Dorrance)

Discipline and Behaviour at Priory School is based on the Incredible Years strategy (see attached documents for further information) and the golden rule '*treat others how you would like to be treated yourself*' reflecting our Christian ethos. This promotes positive attitudes towards behaviour and is founded on praise and rewards. The child makes a choice about their own behaviour based on rules, rewards and consequences. Good discipline is a vital part of school life. It promotes learning and successful interpersonal relationships. Every member of staff, every pupil and every parent must be made aware of, involved in and supportive of the school discipline policy in order for it to succeed. The help and support of parents is vital and all members of staff have responsibility for maintaining the school policy at all times. ***

Aims and Objectives

1. To make school a stimulating, enjoyable, safe, secure, and nurturing environment for children's learning.
2. To develop and foster positive relationships between adults and children, children and children and adults and adults.
3. To build up self-esteem and self-worth by developing positive attitudes, making our children feel valued which displays areas of the four purpose.
4. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to deal with behaviour problems.
5. To provide effective discipline for authentic learning experiences.

Discipline Strategy - Classroom

The whole school has adopted the two following rules:

- 1. Be Respectful**
- 2. Be Responsible**

Classroom charter are then developed in partnership with the pupils at the beginning of term. These rules fall under the umbrella of the two school rules and will be reviewed periodically.

This clarifies the behaviour expected from pupils and what they can expect in return. The aim is to have a fair, consistent way to establish a safe, nurturing, positive, consistent learning environment where strong relationships are formed and progression can develop across the areas of learning and experiences. Where teachers and children work co-operatively and have mutual respect for one another. The classroom charter stresses positive recognition, encourages responsible behaviour and raises self-esteem.

Positive Recognition

Individual positive recognition includes: -

- Praise

- Stickers
- Regular text message home to parents
- Your work will go on display or be shared more widely on our school FACEBOOK page
- Opportunities for greater responsibility
- Visit to the Headteacher and other staff to share work
- Class Treats such as movie afternoon, free time/free choice.
- Special outings such as a walk in the groves, a trip to the park/prom.

Solving problems when matters arise inside and outside of the classroom

If a problem has arose between two or more children and appropriate behaviour has not been seen by one or more members of the group and has resulted in the children getting hurt physical or emotionally then staff carry out a restorative justice approach. This approach is modelled on the following steps:

1.All children are set down in a circle where the child(ren) hurt is on one side of the circle and the child(ren) who caused the hurt on the other side with the member of staff at the top of the circle.

2.The children are reminded that we will hear both side of the story but it will be the child(ren) who was hurt turns first and only that child(ren) voice will be heard and then the same will be carried out for the other child(ren). Child(ren) are also reminded to talk openly and honestly.

3.Once both side of the story have been heard – we then ask the child(ren) how it would feel for the child(ren) that was hurt and hear reasons of why the other child(ren) acted in the way they did.

4.Together, the problem is solved and the children come up with a resolution and action to move forward. A consequence is given to the child(ren) who emotionally or physically hurt the other child(ren).

Consequences

At Priory School we show children that we care enough to let them know that certain behaviour is not acceptable. We teach them that inappropriate behaviour carries with it very real consequences.

Step 1: Reminder

Step 2: Warning – child reminded they have two choices which the adult is in control of, but is suited to the child's interests following Incredible Years practice.

Step 3: Reflection time – time where the children have a quiet time somewhere away from others in their class to reflect on their behaviour on how they can make things better.

Step 4: Carrying out the consequence choice from step 2.

After this has happened children then start the cycle again. However, if the behaviour has not improved and step 3 is reached again on the same day then the child will go straight to step 5. In the absence of the acting headteacher then the child will go to a senior member of staff such as the acting deputy headteacher.

Step 5: Sent to Miss Pugh (Acting Headteacher)

- A discussion about behaviour will be had and a relevant consequence will be discussed.

If you are sent to Miss Pugh twice or more in one week you will go straight to Step 6.

Step 6: If a child is continually sent to Miss Pugh then parents, Miss Pugh and the child will meet to discuss a behaviour plan.

- The behaviour plan will last for 2 weeks.
- Targets will be set for the child to achieve.
- A behaviour record will be sent home at the end of each day during this period.

Step 7: Possible fixed term exclusion from school.

Early Intervention and prevention of behaviour escalating.

All children who are identified as 'having behaviour difficulties' will be referred to the Headteacher and ALNCO immediately. The Acting Headteacher and ALNCO will then decide if the children need to have a positive intervention behaviour plan or be referred to PIP panel for appropriate support and interventions and what further action is required with agreement of parents.

Team Teach

To support de-escalation and provide staff with confidence, Priory CiW Primary school has a commitment to train all teaching and learning staff through the team teach programme to have deeper understanding of:

1. Distraction
2. Change of face and
3. Physical intervention as a last resort.

Staff Responsibility

It is important that staff maintain the schools positive message not only by what they say but also by what they do. Positive behaviour will be actively promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building
- Accepting responsibility for all pupils, not just those in their class, signalling to members of staff change of face (team teach term).
- Sharing problems and successful strategies for dealing with them
- Having common standards of discipline
- Having a relationship with parents to share positive and negative behaviour choices.
- Offering 'help is available' or "I'm here to help if you want me."
- Completing Individual behaviour plans (IBP's) for pupils with achievable targets.

Keep records of behaviour incidents

To ensure that we keep accurate records and provide evidence for external professionals as a school we carry out the complete the following documents:

*Functional Behaviour Assessments and

*MyConcern! Forms which will then signal to the Senior Leadership Team.

This will help us as a school identify any trends of behaviour and evidence strategies, we have used to support the children.

Sending Children to the Acting Headteacher

All staff are actively encouraged to send pupils to the Acting Headteacher to share and celebrate achievements, progress or acts of kindness.

Conclusion

Priory School transmits its positive behaviour message in many ways.

1. On the school website, FACEBOOK page or letters sent home to parents / carers.
2. By the actions of the staff to pupils, parents and each other
3. By the way that pupils and staff are perceived within and by the community.

All adults – staff, governors, parents must remember that actions, words and behaviour send important signals about discipline to our children. They speak louder than any rules, sanctions or rewards about what behaviour standards really are and what the ethos of our school is all about, 'Be Respectful, Be Responsible.' And treat others how you would like to be treated yourself.