

Glenboi Community Primary School

YSGOL GYNRADD GYMUNEDOL
GLENBOI
COMMUNITY PRIMARY SCHOOL



POSITIVE BEHAVIOUR AND NURTURE POLICY

Date: September 2024

Review Date : September 2026

Glenboi Community Primary School is a nurturing and caring school community, where all children supported to thrive. We have developed a behaviour policy which places positive relationships as the basis for our learners to succeed both academically and in terms of well-being.

OUR AIMS

1. To ensure the safety and well-being of all members of the school community.
2. To encourage positive relationships and create an atmosphere at school which facilitates effective learning and teaching to take place in a positive, secure, caring environment.
3. To teach children/ young people how to communicate their thoughts and feelings in a way that will be beneficial to them in adulthood.
4. To understand and apply the six principles of nurture;
 - Children's learning is understood developmentally
 - The classroom offers a safe base
 - The importance of nurture for the development of well-being
 - Language is a vital means of communication
 - All behaviour is communication
 - The importance of transitions in Children's lives

'Nurture UK'- National Nurturing Schools Programme
5. To encourage nurture, warmth and empathy and take individual circumstances into account, even when a child or young person is displaying behaviours that may feel challenging.

OBJECTIVES

To develop a positive relationship and nurture policy which ensures;

- We are kind to each other and ourselves
- We are SAFE
- We are all ready and able to learn

Our approach to developing positive behaviours

Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two.

High quality, differentiated education which involves pupils, builds on success, ensures progression.

Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning. Children will have opportunities to 'Shine a Light' (post incident learning) with their class teacher/ teaching assistant or with our Family Engagement Officer Miss Beasley to explore what caused the behaviour and plan next steps.

Individuals with additional needs are recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.

We use person centred practice and personalisation to bring about positive changes for the children and meet their needs.

Varying groups and working with different members of our school community to build tolerance and inclusion.

Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies; e.g. relationship based play, ESLA, Thrive, emotional coaching

Pupils need to know explicitly what behaviour is expected in different circumstances; The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;

Using Fixed Term Internal or External Exclusions may be used as part of our of a positive behaviour approach;

Adults are observant, open and inclusive and act as role models, particularly in how respect is shown.

We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;

Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

POLICY

At the beginning of each academic year, class teachers will discuss the whole school rules and establish class rules and expectations in consultation with the children.

Rules will make it clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

Whole school rules

Rheolau'r Ysgol - School Rules

Play nicely in the playGround

Walk on the Left

Be respEctful

ListeN to each other

Be Kind

Keep hands,feet and unkind wOrdS to yourself

Always try your best In school

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Praise for behaviour should be as high as praise for learning. Our positive approaches to behaviour involve us 'noticing' good choices, and being explicit in descriptive praise and providing rewards as reinforcement.

- To praise, promote and reward positive behaviour, we use a range of rewards including verbal feedback / praise non-verbal feedback e.g. thumbs up gesture, smile, class teacher stickers, Headteacher Stickers, achieving Dojo points for the class rewards, creating a team effort, Playground awards.
- Positive behaviour and attitudes to learning will be recognised in our weekly Celebration Assembly on Fridays. Certificates will be given for 'Seren yr Wythnos,' 'Seren Gymraeg yr wythnos', Eco award, Healthy lifestyle and the Headteachers award, Dojo class of the week.
- Positive behaviour and attitudes to learning are also rewarded through our Dojo system. Children will gain Dojos for following school and class rules as well as demonstrating positive behaviour choices. Our children who struggle with behaviour the most will each have a behaviour chart. A tick on the chart will result in 2 extra Dojos and a "catch them being good" dojos can also be awarded.
- Exceptionally good learning or behaviour can also be referred to the Head Teacher immediately for reward and a not home.
- Excellent behaviour on the playground at lunch time and playtimes will result in 3 golden coins. A golden coin will be issued by the staff member on duty and will equate to 10 class dojos.
- Attendance is celebrated every week and individual certificates will be awarded half termly. Pupils achieving 100% attendance will be entered in a half termly raffle.
- Whole class positive behaviour will also be rewarded through Golden Time. Golden time is earned depending on the total dojos that have been incurred by the class that week.

Golden time Dojo minutes

100-10minutes

150-15minutes

200-20 minutes

250+ 30 minutes

Consequences

Our aim is to give support and opportunities for children to change their choices and show what they have learned through our 'Shine a Light' post incident reflection. However, if there is no willingness so do so then consequences will follow as we believe that consistent boundaries ensure our school feels calm and safe.

If rules are not followed, the consequences are as follows;

r- reminder, we will be given a reminder of the class rules

w- warning, if we don't follow the rules again we will have a warning

1.Miss 5 minutes of play & change seats in the classroom

2.Miss all of play & change seats in the classroom

3.Move to another class

4.Go to the office to see Mrs Powell or Mrs Locke

5.Parents called in to speak to your teacher/ Mrs Powell/Mrs Locke

Two playtimes missed in a week will result in missed golden time.

- Minor breaches of the rules will be dealt with promptly by the staff members present.
- For several minor breaches, members of staff will decide on consequences which can include; losing golden time, losing playtimes, moving seat, or moving to another classroom.
- For continued or more serious breaches of the rules, the child will be referred to the Key stage leader or Head of School. This will be recorded on SIMS by the member of staff concerned. Lessons will not be disrupted for this purpose.
- If challenging behaviour continues, the child concerned will be referred to the Executive Headteacher/ Head of School who will request a meeting with parents to discuss the challenging behaviour and collaboratively plan how to move forward positively.

- There are some situations which require a more severe response from the school. If a child deliberately does any of the following, a fixed term exclusion may be deemed necessary by the Executive Headteacher/ Head of School, and is at their discretion.
 - Physical assault against a pupil
 - Physical assault against an adult
 - Verbal abuse / threatening behaviour against a pupil
 - Verbal abuse / threatening behaviour against an adult
 - Bullying
 - Racist abuse
 - Damage
 - Sexual misconduct
 - Theft
 - Persistent disruptive behaviour
 - Absconding from the school site
- Challenging or disruptive behaviour in the canteen will, if necessary, lead to exclusion at lunch times.

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority. Following exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate.

Parents are always informed by standard letter if a Fixed Term Exclusion has been given. Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

When it is necessary to exclude a pupil, the parents, Chair of Governors and Local Education Authority are informed. The matter may be referred to the Educational Psychologist. Parents have the right to appeal against exclusion. This should be done in writing.

This policy is reviewed annually by staff and governors during the Summer Term.

GMPowell

Mrs Gemma Powell
Head teacher Glenboi Community Primary School

A handwritten signature in cursive script that reads "A. Morgan".

Councillor Andrew Morgan
Chair of Governors Glenboi Community Primary School

Policy Reviewed June 2024
Approved