

# Danygraig Primary School

Ysgol Gynradd Danygraig



## Positive Behaviour Policy

## **Positive Behaviour at Danygraig is everyone's responsibility – children and adults.**

Positive Behaviour within Danygraig Primary School is essential to allow effective learning and teaching to take place. We expect everyone to be considerate and respectful towards each other.

We need to understand the definition of acceptable behaviour. However, equally unacceptable behaviour and the consequences of such behaviour must be clearly stated. We need also to be aware that behaviour is a means of communication and that we recognise there is a distinction between unacceptable behaviour and behaviour that is an expression of aggression, anxiety or trauma. Some children may display passive behaviour, become demotivated or disruptive. These behaviours will be explored and supported using a whole school nurturing ethos and with good communication with staff, parents and carers.

### **Aims**

It is our hope that the children at Danygraig Primary School will develop the skills and personal attributes to ensure they grow to become respectful, resourceful and resilient citizens.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, well mannered, helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching.

We aim to give all our children a shared sense of pride in attending Danygraig Primary School and to feel that it is a place where they are safe to learn without disruption.

### **The Role of Staff at Danygraig Primary**

Every adult shares the collective responsibility for the wellbeing and good behaviour of pupils within their classroom. Staff are positive role models for the children, and will lead by example. It is the responsibility of all adults to ensure that:

- Each child is treated with respect, understanding and empathy
- Expectations of good standards of behaviour are discussed in all classrooms and the class rules are displayed throughout the school
- The school rules are reinforced through praise and positive comments, and staff are encouraged to look for good behaviour and promote it.
- Inappropriate behaviour is dealt with in accordance with the school's procedures
- Reward systems are consistently and fairly applied
- To be ready for learning and well prepared for the activity to reduce the opportunity for children to be less engaged.
- Adults will promote self-esteem, self-discipline and positive relationships.

We aim to emphasise the positive rather than criticise, and we avoid any adult behaviours which will cause humiliation. These include,

- Shouting
- Sarcasm
- Over punishment
- Blanket punishment

Instead, we provide encouragement in the following ways,

- Verbal and written encouragement
- A visit to another member of staff, or the Headteacher
- Open praise in front of the group, class or whole school
- Awarding a Learn-a-lot bolt or sticker.
- Class Dojo points
- Display of work

Our staff will always:

- Be positive role models and lead by example
- Remain calm
- Listen, and give children an opportunity to explain from their point of view
- Be positive
- Connect with children and build positive relationships
- Carry out any consequences that have had to be put in place
- Be consistent in our approach to dealing with behaviour issues
- Follow up problems to their conclusion
- Apply the school rules consistently

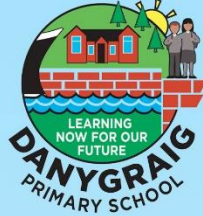
## **Break and Lunch Times**

All classes have dedicated playground zones to use at break time and lunch time. At the end of break, children line up in the relevant yard and are met by their class teachers and led back to class. At wet playtimes all children remain in their classrooms and are supervised by the members of staff on duty.

At lunchtime, our Lunchtime Supervisors are encouraged to award Class Dojo Points to children who have demonstrated good behaviour. Lunchtime Supervisors, Prefects and members of the Danygraig Playground Squad (DPS) are encouraged to initiate games and encourage positive play and interaction between children.

Our Behaviour Rules

# Our School Rules



In Danygraig we  
will all be:



- 1. Kind**
- 2. Honest**
- 3. Respectful**
- 4. Hard-working**



## **Rewards and Consequences**

Class Dojo points are the main rewards used at Danygraig Primary. Parents are encouraged to download the Class Dojo App on their smartphones, so that there is effective communication between home and school regarding behaviour.

There is no daily limit on the number of Dojos awarded, however, they are usually awarded singularly, and on occasions for exceptional effort or behaviour, a '5 Point Boom Dojo' may be awarded.

The school has 6 'Leaders of Learning' Growth Mindset characters, known as the 'Learn-a-lots'. Class Dojo points are awarded in relation to the children demonstrating a skill or behaviour linked to the characters. For example, if someone has shown kindness to a friend, they may be awarded a Dojo point for 'being a Respect-a-lot', or for excellent effort in writing, 'a Dojo point for being a Try-a-lot'.

Children may receive a 'Believe-it-bolt' in Celebration assembly. Once a month coloured wrist bands are presented as a reward for showing behaviours and characteristics of our Learn-a-lot characters. 'Rainbow Wrist Bands' are presented at the end of each half term for exceptional achievement.

**Level 1** behaviours may include,

- Not following expectations
- Misbehaving in class
- Misbehaving in the playground
- Not completing tasks in the given time

### **Level 1 Consequence**

This is dealt with by the member of staff at the time, by having a conversation and reminding the child of the behaviour expectations and rules. If a task is unfinished as a result of unreasonable behaviour, the child may be asked to complete the task during play time or may become part of Homework.

**Level 2** behaviours may include,

- Physical confrontation
- Disrespectful behaviour
- Offensive behaviour
- Persistent misbehaviour at Level 1

### **Level 2 Consequences**

Immediate referral to a member of the Senior Management Team (SMT) and behaviour will be logged by the SMT on the Class Behaviour Record Sheet held in the Office.

- Parents ***may*** be contacted depending on the context of the incident
- Immediate withdrawal of break times for the remainder of the day

At Level 2, incidents must be recorded by the SMT which will be kept in an accessible location in the main office. See Appendix 1. This may be used to support a possible referral for Behaviour Support.

**Level 3** behaviours may include,

- Bullying
- Serious damage to property or theft
- Physical assault on a pupil or member of staff
- Persistent misbehaviour at Level 2

### **Level 3 Consequences**

- Immediate referral to the Headteacher (Deputy Headteacher in absence)
- Parents will be contacted - where possible the pupil will be asked to explain to his/her parents
- Withdrawal from class to complete work under staff supervision for the remainder of the day
- Possible exclusion

Persistent misbehaviour at Level 3 will be referred to the Pupil Discipline Committee of the Governing Body who will report to the full Governing Body.

## Strategies to use to Improve Behaviour

- Gentle approach, personal, non-intimidating, side on, eye level or lower.
- State the behaviour that was observed and which expectation/routine it breaks.
- Tell the child what the sanction is. Immediately refer to previous good behaviour/ learning as a model for desired behaviour.
- Walk away; allow the child time to think about their actions and decide what to do next.
- If there are comments as you walk away they can be followed up later.
- Look around the room with a view to catching somebody following the rules and use this as a model.

### Examples of phrases to use when dealing with challenging behaviour

Child	Adult
'It wasn't me'	'I hear what you are saying...'
'But they were doing the same thing'	'I understand...'
'I was only...'	'Maybe you were...and yet...'
'You are not being fair'	'Sometimes I may appear unfair...'
'It's boring'	'That may be the case, however .....'
You are a ... (name calling)	'There may be some truth in that... or 'I am sorry you are having a bad day'.

### Feelings

#### 1. Identify the feelings

- “You sound as if...”
- “You seem to be...”
- “You look as if...”

#### 2. Acknowledge the feelings

“Oh right...Oh yes...I see.”

#### 3. Accept the child's feelings as you stop unacceptable behaviour

“I know you are angry, but I can't allow you to ...”

### Engage the child's co-operation

#### 1. Saying thank you as a presupposition or giving thanks

- “Thank you for putting your hand up David.”
- “Thank you for putting your rubbish in the bin.”

#### 2. Question or comment on learning, not the behaviours

- “What number are you on?”
- “How far have you got now?”
- “How did you get that answer?”
- “I like that answer, show me how you did it.”

#### 3. Describe the problem

- “I can hear too much noise right now.”
- “<Name>... You're talking, this is...Time...You need to look and listen, thanks.”
- “<Name>... Are you ready?... Look this way and listen, thanks.”

#### 4. Give information

"It's easier to talk whilst everyone's quiet."

#### 5. Offer a choice

"You can do .... Then you can ...."

"When you have ....then you can ....."

"You can sit here...or there."

"You can use a pen or this pencil."

#### 6. Use a word or name > gesture

"<Name>..." Look at them and point to their seat.

#### 7. Describe what has been done and what needs to be done

"You've done the first two, only three more to do."

### Use stronger alternatives, with firmer tone of voice

#### 1. Point out an alternative

"I see and hear your anger; you need to stop swearing though."

#### 2. Make a statement

"I don't like that kind of behaviour."

"We don't do that here."

#### 3. State what you need

"I need you to sit down now...thanks."

"Looking this way and listening...thanks <Name>."

"You need to be in your seat..."

"You need to be completing your work..."

"I expect you to be sitting down now..."

#### 4. Making amends

"What are you going to do to put things right?"

#### 5. Direct commands

"<Name>...Stop that now. Come and sit over here. Thanks."

"Please don't talk like that in our classroom. Stop now please."

#### 6. Future consequences

"When you do/say that, you're making it very difficult for me **not** to take this further."

"If you choose to do ... Then..."

"If you can't work side by side you will have to move tables."

## **Summary**

Identify and acknowledge feelings	Engage co-operation and learning	Offer a choice	Describe what you want to happen
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### **Remember .....**

Speak to the child as if their parents are standing behind them.

Consequences should occur as soon as possible.

Consequences allow time for reflection to limit the likelihood of a reoccurrence.

Do not take a child's comments personally.

Every day is a fresh start.

### **Procedures for Dealing with Inappropriate Behaviour**

All staff have a responsibility for maintaining a positive, working climate within the school. It is important that we all have high expectations of the children and that we frequently remind them of our Behaviour Rules which are clearly displayed around our school, and are regularly referred to by all staff.

The consequences outlined in the Rewards and Consequences section of this Policy, including scripted interventions and restorative meetings, will facilitate consistency of response to inappropriate behaviour. Staff will ensure that information is shared with the relevant members of staff following an incident of challenging behaviour.

## **Practical Steps for Dealing with Problems**

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor behaviour:

### **Step One: The Reminder**

A reminder of the expectations for children – **Kind, Honest, Respectful and Hardworking** delivered privately to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing, and has an opportunity to share their feelings.

### **Step Two: The Caution**

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has the opportunity to make the right choices. Children will be reminded of their previous good behaviour to prove that they can make good choices.

### **Step 3: The Last Chance**

Scripted approaches at this stage are encouraged:

1. Gentle approach, personal, non-intimidating, side on, eye level or lower
2. State the behaviour that was observed and which expectation it doesn't meet.
3. Tell the child what the consequences of their action is. Refer to previous good behaviour/ learning as a model for desired behaviour.
4. Walk away; allow the child time to decide what to do next. If there are comments as you walk away – ignore, as they can be followed up later.

### **Step Four: The Time-Out**

1. The child is asked to speak to the teacher away from others, possibly at the class door
2. Boundaries are reset
3. The child is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
4. The child is given final opportunity to re-engage with the learning/follow instructions

### **Step Five: Moving on**

If step 4 is unsuccessful, or if a child refuses to take a time out then a member of the Senior Leadership Team (Head, Deputy or Assistant Head) will be telephoned, and the child will be directed to a reflection area to reset and to allow for emotional regulation.

Children who reach step 5 will be offered the opportunity to attend a Restorative Meeting for closure.

## **Exclusions**

The school will follow the Welsh Government Guidance 'Exclusion from schools and pupil referral units' Guidance document no: 171/2015, date of issue: April 2015 which replaces guidance document no: 081/2012.

The school will report all exclusions to Swansea Council School and Governor Unit.

In accordance with the Guidance, a decision to exclude a learner should be taken only:

- In response to serious breaches of the school's behaviour policy and
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

## **Monitoring and Review**

The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing Body on any amendments considered necessary.

The Headteacher and class teacher will keep a record of any pupils who are excluded and also of any pupils whose parents/carers have been contacted regarding issues of inappropriate behaviour.

The Governing Body will monitor exclusion rates and provide information for the LA on the annual School Profiling.

This policy will be reviewed every two years or earlier if necessary.

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*Headteacher*

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*Chair of Governors*

DANYGRAIG PRIMARY SCHOOL

BEHAVIOUR RECORD SHEET

Class \_\_\_\_\_

2023 – 2024

Date	Name	Nature of Incident	Ways Forward