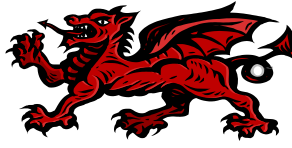


YSGOL RHIW-BECHAN



Ffrindiau Yn Cyd Ddysgu
Friends Together, Learning Together



Policy for the Promotion of Positive Behaviour

"The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values" : The Elton Report

REVIEWED: Oct 2024

DATE OF NEXT REVIEW: Oct 2025

Co-ordinator - Headteacher

This policy was reviewed by the Governing Body of Ysgol Rhiw-Bechan on
Oct 2024

Signed: _____

It will be reviewed in Oct 2025

At Ysgol Rhiw-Bechan we believe that everyone is different and everyone is special. The pupils, teachers, support staff and Governors feel they are known and valued as members of the school community; everyone is valued and treated as an individual. The ethos of Ysgol Rhiw-Bechan is a caring one where we aim to help our children to become self-motivated, independent learners. We encourage our children to realise their full potential and have respect for others, their community and their environment. Through a stimulating and caring environment we promote secure and happy relationships within the school community

Positive behaviour at our school is considered to be a necessity in order for effective teaching and learning to take place. This is an important aspect of education which society in general rightly expects and is reflected in our learning community.

At Ysgol Rhiw-Bechan, we aim to offer each and every pupil a wide balanced, appropriate and differentiated education based on their ability and interest. We want to give each pupil an opportunity to develop and prepare them for life. We hope to achieve this by offering an exciting, appropriate, challenging and well-planned curriculum, in the belief that it's quality, and the teaching and learning methods used will influence on pupils' behaviour.

Where good standards of behaviour at school are concerned, we rely greatly on the attitude of parents. The majority of parents take their responsibilities seriously in developing good standards of behaviour in their children. Ysgol Rhiw-Bechan operates an 'open door' policy and close liaison is encouraged with parents and the wider community at all times. Our school is hopefully seen as a place that welcomes everybody.

Our Aims

At Ysgol Rhiw-Bechan, everyone will make every effort to:

- (i.) Behave in a responsible manner at all times.
- (ii.) Show consideration, courtesy and respect for others.
- (iii) Demonstrate self-esteem, self efficacy and self-discipline.
- (iv) Demonstrate a respect for themselves, resources each other and their environment.

Our Objectives

(i.) A consensus on essential values

All staff, both teaching and support, will have a consistent approach to maintaining good behaviour, via a shared value system, with senior staff members showing effective leadership and concern. From 3+ upwards all staff follow the Incredible Years Programme to promote positive behaviour.

In KS 2 all staff are committed to following the values and principles of the KiVa anti-bullying programme.

(ii.) High Expectations

Teachers will expect every child to work to the best of his/her ability, ensuring that every child experiences success, and has the opportunity to take responsibility.

(iii.) Challenging Teaching

Teaching staff at Ysgol Rhiw-Bechan recognise that expectations of themselves and of their pupils are crucial in determining standards of behaviour. A stimulating and interactive environment, presentation, and range of materials, which fully engage the pupils, will develop positive classroom attitudes. The curriculum, whilst meeting the demands of the national directives, is always tailored to the needs and interests of the pupils.

(iv.) Pupils actively engaged in their own learning

Children will be actively involved in their own learning, and in the wider life of the school. They will be helped towards an understanding of the effects of their actions, which should lead to an acceptance of responsibility for their behaviour, as a rights respecting school.

(v.) Parental Involvement

The school believes that clear messages must be given to pupils when they first come to school. We expect parents to share responsibility for their child's behaviour. Parents will be kept informed of their child's behaviour, as appropriate.

(vi.) Creating a climate in which pupils feel secure

We believe that children learn best if they are confident in their abilities to achieve; so a climate must be created in which a child feels secure, and in which self-esteem is allowed to develop. At Ysgol Rhiw-Bechan, we believe that it is important to discover the source of any undesirable behaviour. If we are able to understand what is wrong, we may be able to change the behaviour and thus take some steps towards solving the child's problem.

(VII.) Restorative approach and strategies:

The use of restorative strategies in the classroom is an innovative approach to conflict resolution. It involves **repairing relationships, including restorative actions by the offender and forgiveness on the part of the victim**. In the classroom, this approach is typically associated with bullying and links closely to our Kiva programme.

ACTION: Encouraging Positive Behaviour in Class Dina Schools Rules (Incredible Years Programme).

Positive behaviour in the classroom situation may be associated with a number of influencing factors: lively and stimulating teaching; an environment which arouses curiosity and interest; work which is matched to pupil's abilities; pupils being involved in worthwhile activities and being encouraged to take some responsibility for their own learning. If all these factors are in place - pupils will respond in a positive way.

(i.) Setting clear standards of behaviour

Teachers set specific and positive standards of behaviour and routines for their classes, following the school philosophy and statements. Praise, encouragement and rewards are given when these are adhered to, and consequences applied when they are not. All classes will have a similar set of 'class rules'. Everyone must fully understand the rules for him or her to have any effect. General class rules must also be brief, positive and few in number; a maximum of five in the Foundation Phase ("Show Me Five").

(ii.) Reinforcing the good

Teachers reward the behaviour that is being encouraged. Praise needs to be specific, and rewards need to be meaningful to the individual. Undesirable behaviour is ignored where appropriate.

(iii.) Whole- class involvement

Class wide rewards can be used, these can be given when the class as a whole behave in the desired way, or when one person has behaved in a way which the class teacher has been trying to encourage in him/her; this reinforces with the child that the specific behaviour is correct and encourages re-use.

(iv.) Group/Class discussion

Teachers can use discussion/circle time to talk about behaviour and share ideas with the children. Teachers should recognise the importance of a child understanding why behaviour needs to be changed. Alternative behaviour needs to be suggested and demonstrated. Children should be encouraged to recognise and value positive behaviour in others.

(v.) Restorative approach (see Restorative Justice school guidance)

We believe in restorative conversations are about putting relationships first: building, maintaining and repairing. This could be child/child or adult /child. Restorative conversations are guided by an adult and are done with pupils not to or for them and should be held at the right time, right place and to the right degree.

Perspectives should be considered by listening to all perspectives:

What happened in the playground?

What happened in your words?

We believe restorative conversations work best when adults spend less time on the problem and more time on the resolution. We try to avoid asking the WHY question. It is a high functioning question. Fiddling with something whilst talking helps some pupils as can doing something together during the restorative conversation such as building with Lego, sharpening pencils, etc.

The following guidance is applied:

Respect: for everyone by listening to other opinions and learning to value them
Circles of sharing – sharing fears and goals – discussion and Kiva activities

Responsibility: Taking responsibility for your own actions

Repair: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated. **Pupils must given the opportunity to make things right:**

Questions:



Reintegration – working through a structured supportive that aims to solve the problem and allows the pupil to remain in a mainstream setting.

FURTHER ACTION: Dealing with Unwanted Behaviour Flow Chart

1. Problem: ***Disruptive behaviour (in the classroom or on the yard).***

Action by teacher/school: Any incident should be dealt with immediately whenever possible. The teacher should refer to school/class rules (as appropriate), use discussion/circle time and peer mediation in an attempt to alleviate the situation. Such consequences as are associated with correction of inappropriate behaviour. Children should be encouraged to take responsibility for their own behaviour. Positive reinforcement and distraction techniques to be employed.



2. Problem: ***Repeated behaviour problems.***

Action by teacher/school: The class teacher should request that the child remains in to discuss their behaviour at a time when it will not impinge on the rest of the class (usually a playtime). If the child's behaviour impinges upon the learning of their peers, it will be explained to the child, this is to enable them to see the impact of their actions. Consequences will be applied which may be in the form of loss of privileges such as loss of playtime, bike time or favourite activity.

If the behaviour is particularly disruptive then a system of 'time out' should be used:

The child should receive a first warning 'If then', followed by a second warning. Following this 'time out' should be used.

Y3-6 – A safe spot away from the classroom. This should be established with the child in an area which is also supervised e.g. School office, outside Head's room. The child should also have a follow up session with the teacher to understand why they have received 'time out' Time is limited in this area and the child should be encouraged to complete class work they may have missed out on if appropriate.

Rec- Y2 – A safe spot which is visible to the teacher/staff. Time should be age limited in the safe spot and child encouraged back positively after the given time.

Strategies such as 'time out' should be introduced in order to ensure that the child understands the need for time away from the classroom. A child should not be left alone without access to an adult. Discussion should follow once it is established that the child is ready to converse.



3. Problem: ***Continued behaviour difficulties***

Action by teacher/school: Deputy Head teacher then Head teacher, if necessary, should be made aware and may be called upon to reinforce the teacher's position, a consequence which may involve a loss of privilege. The pupil/s should be given the opportunity to rectify their behaviour and monitored over an agreed period with the child and teacher.

If the child has not followed the agreement or if there is a repeat of the behaviour, then the teacher will discuss problems with the parents and a home/school positive behaviour book may be instigated.

A meeting could be held between the parents and class teacher to discuss the way forward. The child can be encouraged to attend if appropriate.



4. Problem:
effect

Contact between class teacher, child and parents has no

Action by teacher/school: The teacher and/or Headteacher/Deputy Headteacher will arrange to meet the parents to explain the problem and ask for their support. Many problems disappear at this point. Information regarding the child's home life may throw some light on the behaviour. Behaviour targets/next steps may be set.



5. Problem:

Contact between Headteacher and parents has no effect

Action by teacher/school: The teacher, ALNCo and / or the Headteacher will arrange to meet the parents to discuss the instigation of the Tyfu Referral procedures (refer to ALN policy). The ALNCo will be brought in to assist the class teacher in monitoring incidents of disruptive behaviour. A diary should be started via My Concern, detailing times and circumstances of problems that occur as this may illustrate any instigators. Strategies should be devised for dealing with the behaviour e.g. a 'contract' could be set up for an achievable target of good behaviour, with an appropriate reward at the end of an attainable time span. ABC functional behaviour assessment may be employed at this stage. Parents will be involved throughout this process. Strategies are re-assessed over this period and further discussion may be held to refer on. Referral for ELSA.



6. Problem:

Behaviour fails to improve

Action by teacher/school: The ALNCo will co-ordinate discussions with involved professionals (the LA Behaviour Support Team). Discussions remain informal at this stage. There should be a follow-up meeting with parents to keep them informed through a JAM and/or PCR. The ALNCo and the external agency involved e.g. Specialist advisory teacher will co-ordinate an individual programme of objectives for behaviour modification. The diary of incidents needs to be maintained. Outreach services involved.



7. Problem: *No improvement*

Action by teacher/school: The Educational Psychologist will become formally involved and the parents will be notified.



8. Problem: *No change*

Action by teacher/school: A multi-agency meeting will be held to discuss the way forward, this could involve referring to LA advisor or starting the procedures possibly leading to an LA IDP or additional support via the ALN panel of advisory teachers.
In the case of the stages to exclusion the school will follow the Powys LA guidelines (See separate policy).



Bullying:

Bullying in any form is considered to be totally unacceptable at Ysgol Rhiw-Bechan. The school follows the KIVA anti bullying programme in which all staff have received training. Children also understand how the Kiva programme works and follow a scheme of work as part of PSE.

All staff, both teaching and non-teaching should make every effort to make children aware of the effect and consequences that bullying behaviour may have. Through assemblies, class discussions, and a consistency of approach, every incident of bullying will be followed up. It is necessary here to outline what we consider bullying is.

Bullying is the sustained intimidation of someone verbally, in writing / drawing, physically or through the use of threatening body language, facial expressions and / or making someone do something. The sustained intimidation needs to be by the same individual(s), which results in the infliction unhappiness and / or distress. Bullying is not when children quarrel, fight or behave in ways which are part of a group friendship where children are in pursuit of control, in which all members of the group are participants, although this needs to be dealt with, as it is unacceptable.

The following procedure should be followed:-

- (i) An incident of bullying occurs and is reported to a member of staff.
- (ii) The staff member will assess the situation through discussion with the KIVA team to ascertain whether the incident should be deemed as bullying.
- (iii) If this is the case then the KIVA approach is to be followed (see appendices).
- (iv) The KIVA team will assess the situation and discuss the incident with those concerned.
- (v) If necessary, the parents will be contacted.
- (vi) If necessary, a whole school discussion or class discussion, or group discussion might follow.
- (vii) All bullying at lunchtime will be reported to the senior lunchtime supervisory assistant who will inform the class teacher and the headteacher.
- (viii) A bullying incident will also be monitored with ongoing meetings with the pupils involved.

It is important to note that the term 'bullying' will refer to any incident, however small, where a child is caused **sustained personal distress through mental, physical or emotional cruelty by another child.**

Lunchtime Procedures (for both bullying and undesirable behaviour)

During the lunch hour, the following procedures should be followed, relating to behaviour.

- (i). An incident of poor behaviour occurs – the lunchtime supervisory assistant will discuss the incident with the parties concerned. A resolution will be sought. However, should a satisfactory conclusion not be achieved, or if the incident is of a severe enough nature, the Senior Lunchtime supervisor (Carol Timms) should be informed.

- (ii). The Senior Lunchtime supervisor will discuss the incident with the class teacher and / or the Headteacher.
- (iii). The incident is passed on to the KiVa team immediately in order to make a swift decision as to whether the incident is one of a bullying nature. KiVa procedures are followed by the KiVa team (See appendices).
- iv). Any incidents of bullying are made the knowledge of all staff so that everyone can be vigilant in monitoring the situation.

The Role of the Headteacher:

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher keeps records of all reported serious incidents of misbehaviour.

Exclusion:

The Headteacher can give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions. If the headteacher excludes a child, she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The headteacher must monitor the effectiveness of this policy on a regular basis, report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. If the school has to use sanctions we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the headteacher. If the concern remains, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set in the school's complaints policy.

Appendices:

APPENDIX 1:



A brief synopsis of the values followed by the school:

5 Rules – Show me five

1. Hands to self- KS 2 /“Criss Cross Apple Sauce.” - Foundation Phase
(Respect others and property)
2. Eyes on teacher
3. Inside voice
4. Listening ears
5. Quiet hand up
6. Walking feet

All staff follow these are required to:

1. Follow the clear Dina School rules.
2. Draw a line under incidents.
3. Ignore the behaviour initially.
4. Follow time out if behaviour becomes undesirable by asking the child to take “time out” or removing the child for “time out.”
Time out – ignore (1 minute for age) no more than 5 minutes.

The same time out area is identified on the yard for break and lunch times. There should be access to an adult in this situation at all times.

5. The overall ethos is to praise and reward to encourage good behaviour.

APPENDIX 2:



KiVa anti-bullying programme:

KiVa is a Finnish based anti-bullying programme. The meaning of KiVa is against bullying

- All students have the right to feel safe at school
- Each and every individual has the lawful right to come to school without worries. We all play a part in making sure that this right is fulfilled not only when it comes to us, but to others as well. This is the meaning of KiVa.

KiVa Lessons – RSE/ PSE in KS 2

During KiVa lessons the students will learn about ways to fight bullying

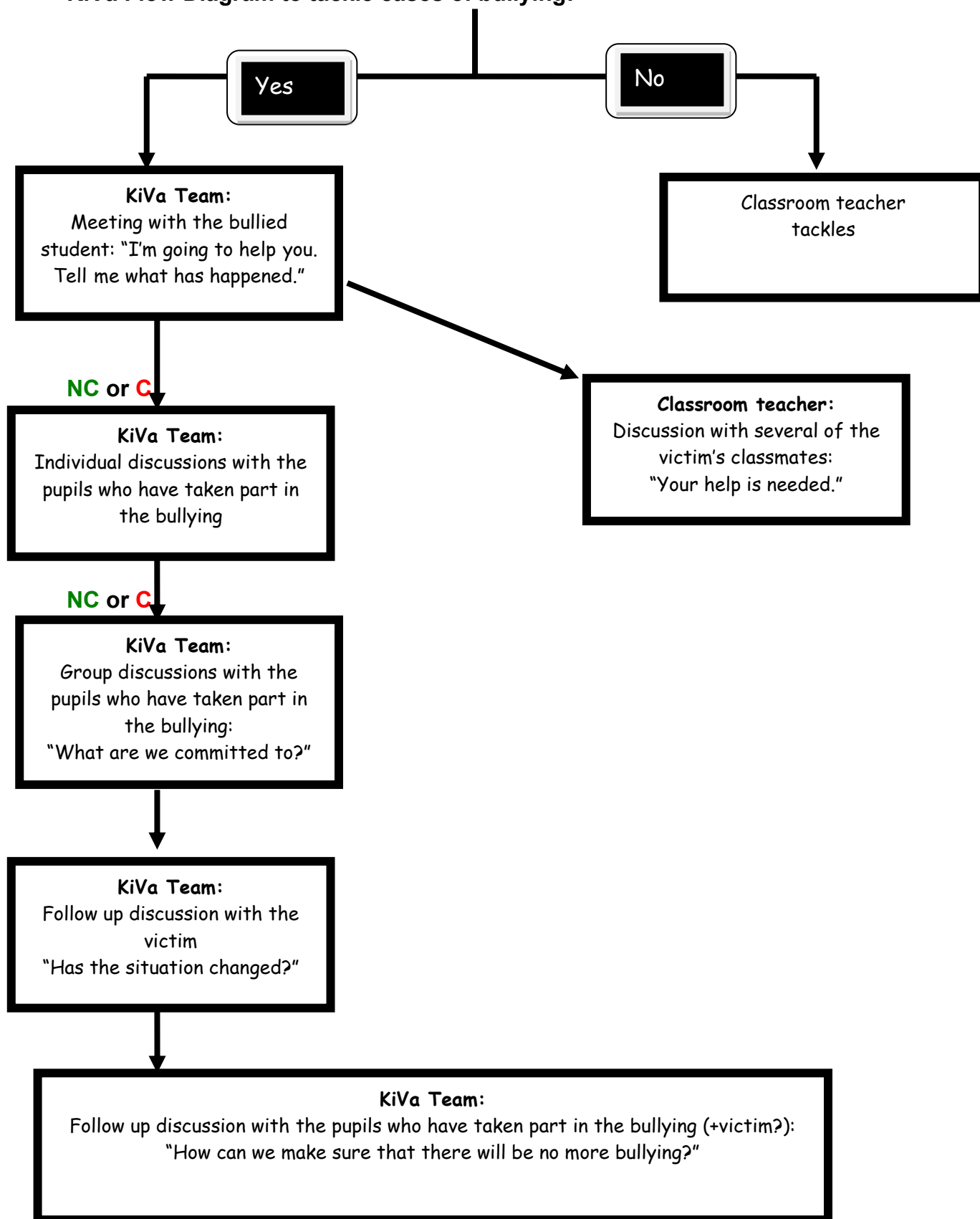
KiVa is visible in many ways in the daily life at school. The students will take part in the KiVa lessons (10 lessons, each consisting of two 45-minute sessions). The lessons include discussions, group work, short films about bullying and role play. Their content proceeds from general topics such as the importance of respect in human relationships to the mechanism and consequences of bullying. Many lessons concentrate on the role a group can have in maintaining or stopping bullying; the students think about and practice different ways to resist bullying. The lessons are supplemented by the KiVa antibullying computer game. KiVa posters in the school halls ensure that the program is constantly.

Tackling Bullying:

Each school has a taskforce, the KiVa team, which consists of at least three teachers or other members of the school staff. Together with the class teacher they tackle the acute bullying cases. The school staff has been familiarized with ways to implement the KiVa program and to tackle bullying cases.

(See flow diagram below).

KiVa Flow Diagram to tackle cases of bullying:



NC – Non-confrontational

C – Confrontational

APPENDIX 3:

Other policies which should be read alongside this policy:

- ***YRB Anti-Bullying Policy***
- ***YRB Equal Opportunities Policy***
- ***YRB RSE Policy***
- ***YRB Exclusion Policy***