Ysgol Gynradd Porthcawl Primary School

Positive Relationships and Behaviour Policy

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School Vision

Together every member of our school community will feel fulfilled, valued, and happy. We will develop as ambitious, capable learners who set ourselves high standards and seek and enjoy challenges. We will provide opportunities to express ideas, take risks and problem solve so that we all become creative contributors. In our nurturing environment everyone will feel confident, safe and healthy. With trust and mutual respect, we will build positive relationships. We will respect the needs and rights of ourselves and others as ethically informed citizens of a diverse society in Porthcawl, Wales and the wider world.

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 embed the principles of the United Nations Convention of the Rights of the Child (UNCRC):
    - Article 1: Every child under the age of 18 has all the rights in the convention
    - Article 2: All children have these rights
    - Article 3: Decisions are made in the best interests of the child
    - Article 12: Respect the views of the child
    - Article 19: Every child has the rights to be protected from being hurt or badly treated
    - Article 28: The right to an education and discipline that respects the child's dignity and their expression
    - Article 34: Every child has the right not to be touched in ways that make them feel uncomfortable, unsafe or sad
    - Article 42: Every child has the right to know their rights
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.

Communication and Home partnership

Clear and consistent communication within the school is a priority. Developing and maintaining positive partnerships with parents and carers is essential in promoting a calm, regulated, and supportive environment in which all members of the school community feel safe and secure.

Where a child's behaviour becomes dysregulated and raises concern, it is important that all staff working with the child are informed and understand the agreed strategies and approaches in place. All staff share responsibility for the welfare of every child. Effective communication with parents/carers and other professionals involved in the child's care is therefore essential in ensuring a consistent, supportive response that

meets the child's needs.

The Curriculum and Learning
We believe that a well-structured curriculum, a psychologically safe environment, and carefully planned lessons that provide meaningful and authentic learning experiences support positive and regulated behaviour. Effective planning that meets the needs of individual children, active pupil involvement in learning, and clear, structured feedback promote engagement and self-esteem, reducing the likelihood of disengagement and inappropriate behaviour.
Lessons should have clear learning objectives, which are shared with pupils and appropriately differentiated to meet a range of abilities and needs.

Porthcawl Primary School provides targeted programmes and strategies to support the behviour of pupils through:

- Jigsaw
- ELSA
- Thrive
- Area of Learning Experience – Health and Well-being
- RSE Code
- Outdoor Learning
- Playground Buddies
- Lego Therapy
- Mindfulness
- Emotional Check in's & Meet and Greet
- Zones of Regulation
- REAL P.E (Cogs)

Our Approach to developing positive behaviours
Encourage children to mange 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' through restorative approaches with their class teacher/learning support officer/member of staff to explore what caused the behaviour and the 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 personalization to bring about positive changes for the children and meet their needs.

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

Supporting pupils appropriately may require adults to develop new skills and/or strategies e.g ELSA, Thrive, Lego Therapy

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

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 and reviewed at regular intervals and agreed by all.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at Porthcawl Primary 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 approach

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



In PPS we promise to…
Listen to each other – Article 12: To be listened to
Help make people happy and smile
Try our best – Article 29: To be the best you can be
Keep safe – Atricle 19: To be safe
Take care of equipment – Article 16: To be healthy
Be kind and caring – Article 15: To have friends
Respect each other – Article 42: To know about their rights

Rewards
The school places a strong emphasis on the use of rewards to re

behaviour. Rewards play an important motivational role by recognising and valuing good choices and positive conduct. Praise, both informal and formal, is the most frequently used reward and may be given to individuals or groups. It is used to acknowledge consistently high standards as well as particularly positive or noteworthy behaviour.

Positive behaviour is recognised and celebrated at the same level as learning. Staff actively notice and reinforce good choices through clear, specific, and descriptive praise, ensuring that positive behaviour is consistently acknowledged and encouraged.

- Class Dojos
- 'Be the star you are' award in weekly celebration assemblies
- Headteacher awards
- Stickers
- Responsibilities e.g playground buddies, school council
- Golden Coin – excellent behaviour at play and lunch times will result in a golden coin. Each staff member on duty issues a golden coin which will equate to 10 dojos
- Attendance – celebrated weekly in assembly and individual certificates are awarded half termly
- Whole class behaviour – awarded weekly through Friday 'Golden Time'. Golden time is earned depending on the total dojos that have been incurred by the class that week.

Golden time Dojo minutes
1st – 30 minutes
2nd - 20 minutes
3rd – 15 minutes

For individual pupils consistently struggling with positive behaviour an individual reward chart will be provided to allow them to manage their own behaviour. The aim being to positively support the individual. For each successful session, following their targets the individual will be rewarded 1 dojo.

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

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** and change seats in the classroom
2. Miss **all of play** and change seats in the classroom
3. Move to another **classroom**
4. Go to the **office** to see Mr Richards
5. **Parents called** in to speak to the class teacher/Mr Richards

Minor breaches of the rules will be dealt with promptly by the staff members present

For continued more serious breaches of the rules, the child will be referred to the Key stage leader/deputy headteacher/headteacher. This will be recorded using the tracker and ABC documents.

If challenging behaviour continues the child concerned will be referred to the Headteacher who will request a meeting with parents to discuss the challenging behaviour and collaboratively plan how to move forward positively.

The staff have developed a whole school behaviour pathway that ensures consistency across all progression steps.

Severe situations

There are some situation 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 headteacher, 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

Children Absconding

The school recognises absconding as a serious safeguarding concern. In the event that a child leaves the school site without permission, the following procedures will be followed:

- Staff will maintain visual observation from a safe distance where possible to ensure the child's immediate safety, without pursuing the child.
- No member of staff will chase a child who leaves the school site.
- If the child moves out of sight and does not return promptly, their absence will be reported immediately to the school office, with the time recorded.
- The Headteacher or Deputy Headteacher will be informed as soon as it is known that a child has left the site and not returned.
- If the child remains absent for more than 30 minutes, parents/carers will be contacted.
- If the child is assessed to be at significant risk, the police will be contacted immediately.
- All actions taken will prioritise the safety and wellbeing of the child and be recorded in line with safeguarding procedures.

Exclusions
Fixed term exclusions may be either internal where they will attend school but learn away from their class in the library, intervention room or headteachers room and work quietly whilst being supervised by staff.

Pastoral Support Plan (PSP)
There may be occasions when a child presents consistently challenging behaviour or becomes disaffected with school over a period of time. Under these circumstances and for an agreed period of time, the school will explore short term measures which may include a reduced timetable or alternative provision that best meets the current needs of the child. The PSP will be discussed and agreed with the child and parents/carers.
There will be agreed actions and timescales in which the PSP will be reviewed, with the aim of the child returning to full time education as soon as appropriate.

Permanent exclusion
This is a very rare occurrence and is only used in extreme circumstances where the child has become unmanageable or unsafe and the school can no longer meet the needs of the child. In this instance, it may be deemed that it is in the child's and schools' best interests that a permanent exclusion is the only possible answer. The school follows the LA`s policies and procedures on the issuing of exclusions including permanent exclusions and parents/carers have the right of appeal.

My concern is used to document the inappropriate behaviour and consequences used.