



SCHOOL POLICY DOCUMENT

Positive Behaviour Policy



ST. ALBAN'S CATHOLIC PRIMARY SCHOOL

APPROVED BY GOVERNORS	February 2018
REVISION DUE	February 2019
MEMBER OF STAFF RESPONSIBLE	Kirsty Mathews
STATUTORY / NON-STATUTORY	STATUTORY

School Vision and Aims

Mission Statement

‘In school, every day we **learn, love** and **pray** following in the footsteps of Jesus’.

Our school mission statement is a summary of the values underpinning everything we are aiming to achieve at St. Alban’s Catholic Primary School. We try to make our mission statement a reality by striving to become:

“A Christian community that recognises the dignity and value of the individual, and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral and cultural awareness.”

Our Behaviour Policy, like all other school policies, will stem from the Mission Statement. Behaviour is a key feature of school life about which there should be a clear, shared understanding between Headteacher, staff, governors, parents/carers and pupils. This policy therefore has been developed to ensure that a consistent approach towards positive behaviour management is applied across the school providing effective praise and support for the pupils in our care.

Aims and Expectations

We are restorative justice school where we SUPPORT each other and do no further harm. We aim to repair the harm and restore the relationship building a culture which promotes sharing, love, care and forgiveness between individuals, in accordance with Christ's teaching. We aim to develop values of respect, tolerance, self-control and a sense of responsibility. (More information on restorative justice on page 10)

Our aim is that every member of the school community feels safe, happy and valued and that each person is treated fairly and well. To achieve this, we need to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well.

PUPILS: We all have a right to work, play and learn in a friendly, safe and helpful school.

STAFF: We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

PARENTS: We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

This policy aims to teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. Children are encouraged to take responsibility for their own behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour by providing a range of rewards for children of all ages and abilities. It also seeks to make clear the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

Objectives

- To develop children's self-discipline and self-control
- To enable children to be on task with their learning
- To encourage the individual child to recognise the rights of others
- To promote the values of honesty, fairness and respect for others

Good behaviour is necessary for effective learning and teaching to take place. We need a code of conduct and rules which the school community lives by. This code must be explicit and clearly communicated to all members of the school community.

School Expectations of Good Behaviour

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules which form part of our positive behaviour plan.

These school rules are as follows:

St. Alban's Catholic School Footsteps

Follow instructions I will listen to all adults working in the school.	
Be honest I will tell the truth.	
Be gentle, kind and polite I will keep my hands, feet and unkind words to myself.	
Value people's belongings I will take care of others' and the school's property.	
To be a star I will always try to be the best I can be.	

There is an agreed set of five key school rules, which should be clearly displayed in each classroom and other areas of the school. The rules are regularly revised with staff and children and make reference to verses from the bible. However the primary aim of our behaviour policy and positive behaviour plan is not to have a system that enforces rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the whole school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and all school staff apply this behaviour policy in a consistent way.

St. Alban's Catholic Primary School Positive Behaviour Plan

Promoting Good Behaviour

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The behaviour of children in classrooms is initially the responsibility of the classroom teacher. All adults in school look for and praise good behaviour and good learning attitudes.

How we reward good behavior

- Verbal and written Praise
- Stickers
- Class Certificates

Class Dojo

All classes use the DoJo system for praising positive behaviours. **Class Dojo** is a web based merits system – www.classdojo.com. **Class Dojos** are awarded for good learning and social behaviours, based on the school's star rules. Negative DoJos can be awarded but the focus in school is upon awarding the positives as "we catch the children being good." All teachers and teaching assistants have access to the Class Dojo system and are able to award dojos. Each week class dojo points are collected and the top five pupils entered into the celebration assembly raffle prize draw. Dojo points will be reset each week.



Superstar Hero (FP)

In Foundation Phase the class teacher will award one pupil from the class the title, 'Super star Hero' and that child wears a superhero outfit home and return the following day. The teacher will speak to the 'superstar hero' parent to share their achievement. This child will also be able to choose a prize from the class lucky dip box.

Star of the Day (KS2)

In KS2 the class teacher will award one pupil from the class the title, 'Star of the day' and that child will receive a certificate. The teacher if possible should speak to the 'Star of the day' parent to share their achievement.

Achievement Assembly

An **Achievement Assembly** is held each week. During the Assembly the school celebrates success for:

- Pupil who have followed in Jesus' footsteps and carried out the **weekly mission** that was shared during the Monday Collective Worship. Pupils who have been nominated for an award will be presented publicly during assembly with a certificate.
- Raffle Prize for the Do Jo Class Winners
- Raffle Prize for Lunchtimes

Headteacher's Approval

The headteacher actively encourages staff members to send children to her for good behavior, improved attitudes to learning and outstanding achievements.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviour attitudes, we at St. Alban's Catholic Primary recognise that it may be necessary to employ a number of sanctions to enforce our school and classroom expectations, ensuring a safe and happy learning environment is maintained.

Furthermore, it is important to understand that we cannot control a child's behaviour, but we can redirect it, enable them to make their own choices and then understand the consequences of that behaviour and an expectation on staff is required to ensure a well- managed classroom is maintained and prevention strategies used to support pupils in making the correct choice.

Well-managed classrooms tick list:

- begin the year with a set of rules and routines which are understood by all children
- have agreed rewards and positive reinforcements
- have set sanctions for misbehaviour
- have a selection of options for dealing with disciplinary problems
- make use of their physical space and ensure appropriate ventilation
- have well-planned lessons
- encourage respect and develop positive relationships.

Positive Management Strategies

Proactive management strategies are designed to equip the teacher with preventative measures to implement before a behaviour problem occurs.(e.g. redirection, choices) These strategies create a sound routine, clear expectations and coping strategies designed to reduce frustration and outbursts

Refer to Appendix 1: for a full list proactive positive classroom management strategies and related Welsh Government Documentation.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- **BE CALM** : all children must be dealt with in a calm yet firm manner, refering to which behaviour is not acceptable and the actions being taken.
- **NO SHOUTING** : at St. Alban's we do not believe shouting at children achieves a desired outcome.
It is our rule to always Praise in Public and Reprimand in Private (PIP and RIP).
- Make clear that it is the behaviour which is being punished and that it is not a personal manner
- Logical consequences: it is important all staff follow the St. Alban's Behaviour Guidelines to ensure consistency across the school.
- Make good choices – remind the pupils they need to make good choices.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Inappropriate Behaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. As with the matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour. Therefore, as a school we have created our own 'Choices and Consequences' chart see on page 7 (Learning Context) and page 11 (Playtimes). Stage 1 and stage 2 behaviours will be dealt with by the class teacher. Stage 3 and 4 will involve the deputy and class teacher. Stage 5 will involve the headteacher. At the end of each stage, reconnection with the pupil is essential.

Procedures for Dealing with Major Breaches of Discipline

At times, there will be more serious breaches of discipline involving

- Physical abuse
- Verbal abuse
- Fighting
- Vandalism
- Significant class disruption to class learning and refusal to co-operate with staff.
- Leaving school premises

In such cases the teacher or midday supervisor will send the child to the Headteacher or Deputy Headteacher who will log the incident. The most appropriate sanction will be decided by the Deputy or Headteacher using the St. Alban's 'Choices and Consequences' grid as a reference.

Children at St Alban's are valued individuals and therefore any incident will be treated in isolation. If a child's poor behaviour choices persist, parents will be invited into school to discuss ways in which both home and school can support the pupil towards improving their behaviour. This may result in an individual behaviour plan being agreed (see Additional Learning Needs Policy). Should a pupil continue to find managing their behaviour difficult, the advice of external support agencies will be sought with the permission of the parents.

ELSA, Lego Therapy, Talk About are interventions used by the school to support pupils with behaviour difficulties.

St. Alban's Catholic Primary School : Choices and Consequences Chart

Ready to Learn		Every day is a new start.	
Warning Low Level Disruption	For example: • Interrupting the lesson • Not on task and wasting time • Talking whilst the teacher is talking • Distracting other children • Making irritating noises, Gestures or actions • Unsafe movement around the classroom/school • Dropping food/litter • Not allowing children to join in games • Interfering with another person's property • Not lining up properly	Warning 1: Name recorded in reminder book Quiet word from teacher Reminder of school/Class rules Warning 2: Repeat of above. Warning 3: moves to 'Think about your actions'. Restorative Chat with Class Staff: Sanction to be agreed / Verbal agreement to be made	
	Think about your actions Stage 2	For example: • Persistent stage 1 behaviours • Talking in assembly • Not accepting instructions/ deliberately not completing task set • Minor deliberate damage to another child's or schools property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Making fun of another child/ deliberately winding them up • Misuse of classroom equipment • Throwing or flicking objects in the classroom • Misuse of toilets or wash areas • Lying • Play fighting	Warning 1: 'Time Out' in class FP: Thinking Chair KS2: Thinking Area / or moved to another area in group. Warning 2: Time Out in another classroom R – 3-5 minutes Yr 3-6 – 5-10 minutes Child to complete 'You always have a choice' Reflection Sheet. Restorative Chat with Class Staff: Sanction to be agreed / Verbal agreement to be made. Appropriate consequence: Loss of part of playtime in bubble room. Restorative justice task set e.g, apology letter, write a sorry prayer, complete the you always have a choice sheet. (NB No lines are to be given)/
Time to Think Stage 3	For example: • Persistent stage 2 behaviour • Refusal to follow instructions (after a warning) • Malicious poking, prodding • Spreading hurtful rumours about another child • Lying to get another person in trouble • Disrespectful language to another child or adult • Verbal threats of violence • Deliberately targeting another child • Leaving the learning environment without permission • Consistent disruption to classroom learning	White Slip Issued and to be stored in bubble room folder. Appropriate Consequence: Miss 15 minutes in bubble room: Restorative justice task set e.g, apology letter, write a sorry prayer, complete the 'you always have a choice' sheet. (NB No lines are to be given) If a child receives three white slips in half a term they must meet with Deputy and a white card is issued.	
Stage 4	For example: • Persistent stage 3 behaviour • Verbal abuse, prejudice or swearing • Significant, deliberate damage to another child's or school property • Stealing	Instant White Card A white card lasts for one week, during which time pupils will work hard towards individual behaviour targets. While on a white card, pupils have their behaviour monitored during each session and spend 15 minutes of every lunchtime in bubble room. They are not allowed to attend clubs for this week. Deputy must be informed of a White Card and report daily to deputy. Class Teacher to inform parent of white card.	
Consequences Stage 5	For example: • Persistent stage 4 behaviour • Physical violence and dangerous behaviours • Leaving the school premises without permission • Vandalising school property or building • Throwing furniture • Deliberately throwing stones or other objects at another person or property • Aggressively swearing at another person • Actions which affect the health and safety, welfare and learning of members of the school community	Red Card – A Red Card lasts for two weeks and during this time pupils have their behaviour monitored during each session by the class teacher. Children to spend 15 minutes of their lunchtime with the Headteacher/deputy, for the two weeks, for restorative justice activities. 'Red Form' must be completed by teacher. Pupils are not allowed to attend clubs, or school trips for this fortnight. OR Fixed term or permanent exclusion Actions: Parents invited to a meeting with SLT. Review of IBP targets or a need for IBP to be discussed with SLT.	

Use of Reasonable Force to Restrain Pupils

All school staff members in charge of children have a legal power to use reasonable force to prevent children committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among children.

All staff should be aware of the regulations regarding the use of force by teachers, as set out in DFE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

The focus should be on preventing, as far as possible, the need for the use of force on children, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort; schools should minimise the possibility of force being needed. However, this may not always be possible and in such circumstances staff need to be aware of sensitivities associated with any form of physical contact with children. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and, crucially in the case of children with SEN and/or disabilities, information about the individual concerned.

The actions we take are in line with government guidelines on the restraint of children. Staff receive regular Team Teach training, provided by the LA, to ensure staff are trained to physically handle children on the very rare occasion that this happens so that the child is led away from danger or confrontation and that the child is treated with respect and sensitivity when doing so.

It is vital however, that staff feel supported by Governors and senior leaders. Therefore the school has set out the following:

- *'Low level' incidence of pupil misbehaviour should be dealt with by a member of staff as part of their professional duties. What is important is the principle of CONSISTENT implementation of rules so that children do not get mixed messages*
- *More serious incidents of misbehaviour where a pupil or member of staff is injured or assaulted, or where there is wilful misuse of other pupils' or school's property is carried out by a pupil this MUST be dealt with by a senior member of staff. The Governing Body do not expect members of staff to have to deal with such issues.*

Any event in which reasonable force has been deemed necessary, will be recorded and logged using the school's record form in writing and parents will be informed. See the Positive Handling Policy.

When dealing with a situation it is important to wait for a child to calm down fully, to get back to 'baseline', before discussing the incident. This prevents the situation from escalating out of control. The time–intensity graph as shown below displays the course of an anger-fuelled behavioural incident. The 'recovery phase' following an incident is a risky time to discuss the incident and to start requesting apologies. This is because it is a time when further incidents are highly likely.

Positive Handling Plans and Risk Assessments

Children who demonstrate significant challenging behaviour and their actions pose a risk to themselves and others, a risk assessment and positive handling plan must be completed with the Senior Leadership Team. The parents need to be informed of such plans.

Violence at work form

If you experience either a violent or abusive act against you must inform the Senior Leadership Team and complete a Cardiff Council Violence at work report form which can be found under the behaviour section on the display in the staff corridor.

Bullying Incidents

Every child has the right to learn in a safe environment free from bullying, harassment or violence. It is recognised that bullying is wrong and socially unacceptable and will not be tolerated in our learning environment by anyone. Any incidents of bullying must be recorded on SIMS.

Racism

Racism will not be tolerated and the same sanctions apply for any harassment/bullying behaviour. We are a Catholic community and, as such espouse Catholic values: all are created equal in the eyes of the Lord.

Leaving School

No child is allowed to leave the school premises without permission. If a child leaves school premises then the local police service are to be contacted. They will then locate the child and return them to school. Parents will be informed immediately after the police have been contacted.

Exclusion

For very serious breaches of discipline, an exclusion may be imposed after consultation with the governing body and the LA. Parents have the right to appeal to the governing body against any decision to exclude.

The headteacher has the responsibility for giving 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.

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, he/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.

Recording Incidents

SIMS behaviour records must be used by class teachers to keep a record of incidents of inappropriate behaviour. SIMS records are absolutely vital as a diary of evidence of events and actions. All incidents that required adult intervention should be detailed, i.e. date, time, names, brief details of incident and actions taken. If an incident is referred to SLT, e.g. bullying, violence, racism, etc. a log will be made by the SLT.

All behaviour logs will be monitored on a weekly basis to ensure that the school remains proactive when supporting pupils' good behaviour. Should patterns of poor behaviour become evident, parents will be notified and where necessary, individual behaviour plans will be used to support pupils (see also Additional Learning Needs Policy and Staff Handbook).

Restorative Approach

Life is sometimes hard and we understand things do go wrong. As staff, it is always our intention to teach the children to learn from mistakes and restore our school values after challenging behaviour. The basis of our restorative process is the "restorative chat".

Adults act as facilitators to guide pupils through these questions as part of a restorative enquiry.

The aim is to:

-  Listen to all sides of the story.
-  Get people to talk to each other.
-  Restore relationships.
-  Repair harm.
-  Improve people's choices in the future.

BEING RESTORATIVE IS ABOUT:

-  Showing respect – everyone is important
-  Taking responsibility – owning up.
-  Reparation – putting things right.
-  Re-integration – starting again

The goal of restorative justice is to work with the pupils (the victims and the accused) to come to a solution rather than handing down punishment. Restorative justice seeks to fix the problem, impose fair punishment, foster understanding and adjust pupil's behaviour.

We believe that by using a Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.



Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

See Appendix 2 : Additional Questions to ask as part of restorative enquiry.

Restorative solutions include: saying sorry, writing an apology card or letter, writing a sorry prayer or planned activity with a member of staff to re-build a friendship.

Playtime and Lunchtime Supervision: Rewards and Consequences

At lunchtime, supervision is carried out by six mid day supervisors along with a rota of teaching assistants. To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors in line with the positive behaviour plan of the school.

Positive behaviour at playtimes is to be rewarded with raffle tickets. Midday supervisors and staff can award pupils with raffle tickets and place in the Foundation Phase or Key Stage 2 pot for the weekly draw during celebration assembly.

Warning Low Level Disruption	For example: • Unsafe movement in playground • Dropping food/litter • Not allowing children to join in games • Interfering with another person's property • Continuing to play after the 'Come in' or stop sign is shown (bell/hand in air) • Not lining up properly • Being inside school at breaktimes without permission	Warning 1: Child spoken to and reminded of rules. Warning 2: Repeat of above. Warning 3: moves to 'Think about your actions'. Restorative Chat with Class Staff: Sanction to be agreed / Verbal agreement to be made
Think about your actions Stage 2	For example: • Persistent stage 1 behaviours • Not accepting instructions • Minor deliberate damage to another child's or schools property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Making fun of another child/ deliberately winding them up • Throwing or flicking objects around playground • Misuse of toilets or wash areas • Lying • Play fighting	Warning 1: To stand and walk with the person on duty. Reception - 2 (three minutes) Year 3 - 6 (five minutes) Warning 2: Repeat Warning 3: Sent to the bubble room for 10 minutes 'You always have a choice' reflection sheet to be completed. Name to be recorded and incident logged.

		Appropriate consequence: Restorative justice task set e.g, apology letter, write a sorry prayer, complete the 'you always have a choice' sheet. (NB No lines are to be given)/
Time to Think Stage 3	For example: • Persistent stage 2 behaviour • Refusal to follow instructions (after a warning) • Malicious poking, prodding • Spreading hurtful rumours about another child • Lying to get another person in trouble • Disrespectful language to another child or adult • Verbal threats of violence • Deliberately targeting another child	Sent to the bubble room for 10 minutes • 'You always have a choice' reflection sheet to be completed. • White slip to be issued and incident logged in bubbleroom folder. If a child receives three white slips in half a term they must meet with Deputy and a white card is issued. Appropriate consequence: Restorative justice task set e.g, apology letter, write a sorry prayer, complete the 'you always have a choice' sheet. (NB No lines are to be given)
Stage 4	For example: • Persistent stage 3 behaviour • Verbal abuse, prejudice or swearing in an aggressive manner • Significant, deliberate damage to another child's or school property • Stealing	Referred to Deputy/Headteacher Instant White Card A white card lasts for one week, during which time pupils will work hard towards individual behaviour targets. While on a white card, pupils have their behaviour monitored during each session and spend 15 minutes of every lunchtime in bubble room. They are not allowed to attend clubs for this week. Deputy must be informed of a White Card and report daily to deputy. Class Teacher to inform parent of white card.
Consequences Stage 5	For example: • Persistent stage 4 behaviour • Physical violence and dangerous behaviours • Leaving the school premises without permission • Vandalising school property or building • Throwing furniture • Deliberately throwing stones or other objects at another person or property • Aggressively swearing at another person • Actions which affect the health and safety, welfare and learning of members of the school community	Referred to Deputy/Headteacher Red Card – A Red Card lasts for two weeks and during this time pupils have their behaviour monitored during each session by the class teacher. Children to spend 15 minutes of their lunchtime with the Headteacher/deputy, for the two weeks, for restorative justice activities. 'Red Form' must be completed by teacher. Pupils are not allowed to attend clubs, or school trips for this fortnight. OR Fixed term or permanent exclusion Actions: Parents invited to a meeting with SLT. Review of IBP targets or a need for IBP to be discussed with SLT.

Roles and Responsibilities

The Role of Pupils

Pupil's must:

- Work to the best of their abilities and to allow others to do the same
- Treat others with respect at all times, taking care of property and the environment
- Cooperate with children and adults in all aspects of school life
- Help formulate and follow the classroom and school rules
- Share in celebrating the achievements of all members of the school

The Role of Parents

Parents can help:

- By reading the St. Alban's Catholic Primary School Positive Behaviour Leaflet (Appendix 4)
- By signing the Home School Agreement when the child enters school for the first time
- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

The Role of ALL Staff

Staff must:

- Ensure they are aware of all behaviour policies and associated school procedures.
- Ensure that the school rules are enforced throughout the school both in and out of class.
- Adhere to schools restorative justice approach to behaviour and deal with behavioural incidents in calm manner, not shout but use a firm voice.
- Have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- Enforce behaviour expectations consistently, treating each child fairly, with respect and understanding.
- Deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice from the class teacher, phase leader or senior leader as appropriate.
- Record all incidents as outlined in this policy

The Role of Teaching Staff

Teaching Staff must:

- Ensure classroom rules are visible in class and regularly referred to.
- Ensure lessons are well planned and classrooms have clear routines to ensure a well managed learning environment is maintained. (See guidance on page
- Liaise and work co-operatively with all agencies, as necessary, to support and guide the progress of the child. For example, they may discuss the needs of a child with the education social worker or the LA's behaviour support service.
- Class teachers must contact a parent to inform them of an incident or if there are concerns about the child's behaviour.

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 monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes 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.

A very useful reference and guidance document:

<http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>

Policy Review

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the nominated governor sub-committee and the necessary recommendations for improvement will be made to the Governors.

Written	January 2019
Agreed by governing body	
Review due	January 2020

Appendix 1 : Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

Non-verbal Cues- hands up, finger on the lips, the "look".

Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

Re-direction- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

Physical Proximity- move closer to a disruptive pupil

Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."

Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).

Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

Private Reprimand- a quiet word rather than a public confrontation.

Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

A very useful reference and guidance document:

<http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>

Appendix ? : Restorative Questions and Statements

Additional Restorative Questions:

To respond to challenging behaviour we will ask them:

What happened?

What were you thinking about at the time?

Who has been affected by what you did?

What do you think you need to do to make things right?

What other choice could you have made?

Can you please finish this sentence: 'I got cross because...'

To help those harmed by other actions:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

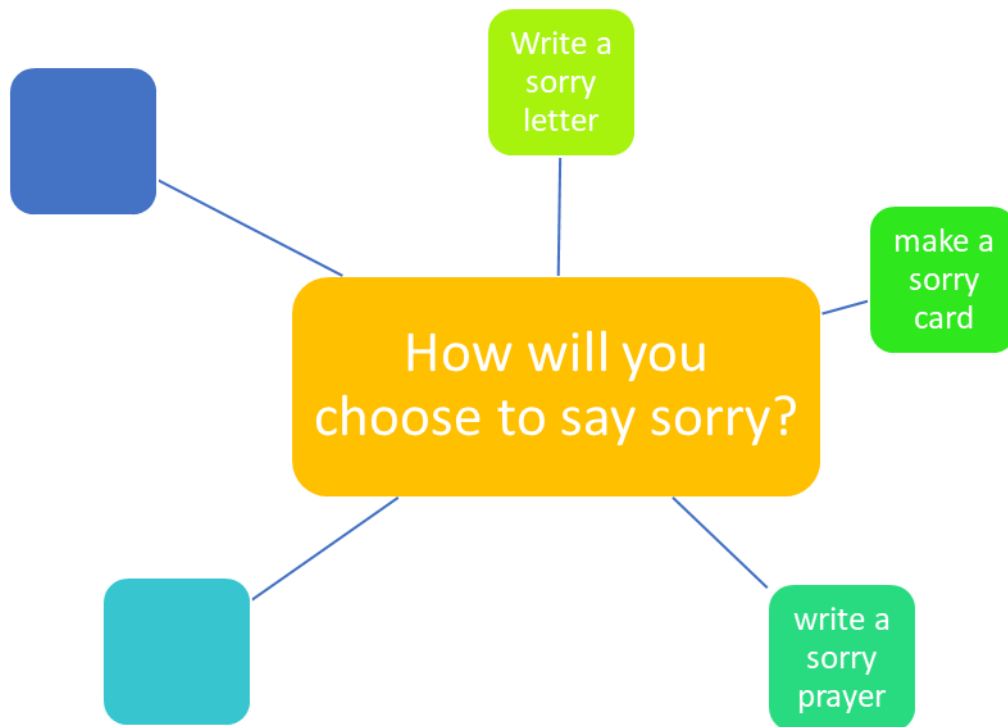
What has been the hardest thing for you?

What do you think needs to happen to make things right?

Listed below are some examples of effective statements and questions which all staff can use with pupils:

- I was very disappointed when you did that to John.
- I am upset and angry by what has just happened. I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.
- I am sorry that I misunderstood the situation
- I feel really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

Appendix 3: Restorative Justice (Ways to say Sorry)



Suitable sorry and forgiveness prayers

Pray privately for forgiveness and strength

Dear God

For the silly things I have done wrong – I am sorry.

For the serious things I have done wrong – I am sorry.

For the things I didn't even know were wrong – I am sorry.

For all the things I need to put right – make me strong. Amen