



Global Learning Programme Wales
Lead School



Ysgol Arweiniol
Rhaglen Dysgu Byd-Eang Cymru



**Johnstown Primary School
Ysgol Gynradd Tre Ioan**



Positive Behaviour Policy



Introduction

Johnstown Primary School bases its positive behaviour policy on our School Motto '*Be All You Can Be*'. This is integral to the ethos of our school. Our School Motto is intended to help the whole school community to support each other in achieving goals that require respect, motivation, perseverance, kindness and teamwork.

We have three values in Johnstown Primary School that we endeavour to follow in everything we do:

1. Respect Yourself
2. Respect Others
3. Be A Good Learner

In Johnstown Primary School, Restorative Practice is part of everything we do. We are committed to ensuring the highest possible standards of learning and teaching for all our pupils. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so incredibly vital to how we feel and this is why Restorative Practice is at the heart of our school. Restorative questions lay the foundation for, and act as the building blocks for all forms of restorative processes that seek to discover the root cause of challenging behaviour, determine impact, repair harm, and ultimately restore damaged relationships. The Restorative Questions can be found in **Appendix 1**.

Aims

Positive Behaviour creates an environment in which all members of our school community feel safe and secure. At Johnstown Primary School we:

- ◆ Encourage a calm, purposeful and happy atmosphere within school.
- ◆ Foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- ◆ Continue to use the restorative approach to promote positive behaviour.
- ◆ Continue to reinforce the importance of our School Motto and Values (Appendix 2)
- ◆ Ensure children feel a sense of belonging by continuing to value our School Creed. This is our school and we are family. **(Appendix 2)**
- ◆ Recognise good behaviour.
- ◆ Reward and praise good behaviour.
- ◆ Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- ◆ Promote the values of our school in conjunction with Learning for Life.

- ◆ Promote positive behaviour through use house teams and points system, alongside Learning for Life.

- ◆ Ensure that our children are given every opportunity to succeed
 - ◆ Encourage and guide our children to become:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- (Successful Futures, Prof. Donaldson 2015)

Class Charter

At the start of each school year each class establishes their own class charter, which reflects the school values. The charter exemplifies the class rules, which are discussed and agreed through Pupil Voice. **These are linked to the Learning for Life learning habits.** This is agreed upon, put up on display and is referred to as and when necessary, throughout the year. The process of developing the class charter can serve to unite the class and it ensures that the children develop a sense of ownership of the classroom and of their learning environment.

Responsibilities

By working together we can have such a positive influence in actively helping and supporting our children. We must all have a responsibility in this.

Staff Responsibilities

- ◆ Be consistent, fair and persistent (Restorative Approach)
- ◆ Help children to develop their full potential (e.g. **through Learning for Life**).
- ◆ Secure knowledge of individual pupil strengths and areas for development, both academically and emotionally
- ◆ Provide challenging, interesting and stimulating activities and lessons
- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Be calm, fair, open minded and reasonable when challenging situations occur (informed by child, other staff members or parents)
- ◆ Celebrate and communicate achievements both in school and outside of school
- ◆ Create a safe and pleasant environment both physically and emotionally
- ◆ Be a good role model, demonstrating high expectations of oneself and others
- ◆ Follow school policy robustly and reliably
- ◆ To use approaches clearly and consistently
- ◆ Seek advice and support from colleagues and other professionals as appropriate (and with consent) if a situation escalates

Parent / Carers Responsibilities

- ◆ Make children aware of appropriate behaviour
- ◆ Be calm, fair, open minded and reasonable when challenging situations occur (informed by own child or staff members)

- ◆ Encourage independence and self –discipline
- ◆ Support and encourage school aims and values, including **Learning for Life**.
- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Celebrate and communicate achievements both in school and outside of school
- ◆ Communicate honestly and openly with class teacher if worried or concerned about changes in a child’s behaviour
- ◆ Work in collaboration with school and other professionals as appropriate to agree next steps in order to move forward with challenging behaviour

Pupil Responsibilities

- ◆ To try their best to follow our School Values and Class Charter, linked to **Learning for Life**.
- ◆ Be responsible and make active contributions to their own learning as appropriate to their age and stage of development
- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Be proud of their achievements
- ◆ Treat others, their belongings and the environment with respect
- ◆ Show consideration for others
- ◆ Try to be calm, fair and honest when challenging situations occur
- ◆ To consider the effects of their actions on others (Restorative Practice)

Useful Strategies for the Promotion of Good Behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child’s self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel ‘told off’ too. Some children find direct praise hard to handle so praise should be as descriptive and specific as possible and you should be sensitive to the impact. For some children public praise can be seen as a negative experience and therefore individual needs must be considered before employing positive behaviour techniques. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before criticising a child’s work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when their behaviour is negative.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention

to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. The language used by all staff, in-line with Restorative Practice, also must be as consistent as possible. The phrases 'I need / we need / ___needs you...' can help to diffuse a potentially difficult situation as the use of this less confrontational language creates more of a partnership. For pupils with low self-esteem, the addition of 'yet' to the end of self-critical sentences such as 'I can't do this!' creates a growth mind-set, instilling in pupils that everything is possible with some effort. Empathising with pupils when they are verbally stating their unease / anger, e.g. Pupil – 'I hate this...' Adult 'I know / I understand that is how you are feeling' can de-escalate situations as this non-confrontational approach ensures that arguments cannot take place.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head enable children to feel safe. Put yourself in a position within class or outside where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Always follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For

children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- ◆ Your position in class
- ◆ Your proximity to disruptive children
- ◆ Your facial expression
- ◆ Your tone of voice
- ◆ Your posture
- ◆ Your choice of words
- ◆ The use of eye contact
- ◆ Your feelings – stay calm

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it? Do they diffuse the situation or ignite it?

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Intervention

In order to enable the child's learning it may be necessary to provide them with 'time away' in a quiet environment away from the classroom. This may be a time for them to reflect independently or they may need 'talk time' with an adult to 'be heard' e.g. the class teaching assistant.

PSE/D and SEAL

The bedrock of Johnstown School is the development of personal and social skills. PSE/D and SEAL lessons are an integral part of learning and teaching in Johnstown School. We believe that developing social and emotional aspects of learning in our children encompasses the foundation for success in all aspects of school life. The school day includes daily circle times, and 'checking in and out' using Speakr. This ensures our children start and end their day on a positive and happy note. The strategies and life skills we provide our children with in PSE/D lessons will help our children to grow within a safe and secure environment, and to become positive, responsible and happy members of our school and the wider community.

Rewards and Consequences

Rewards

Our emphasis is on rewards to reinforce and exemplify good behaviour skills, rather than on the negative. We encourage all our pupils to practice good behaviour by maintaining high expectations of all pupils. A range of positive strategies are used to actively encourage and reward both academic and non-academic achievements.

Rewards have been carefully chosen and agreed by staff and through pupil voice. We recognise the importance of consistency, continuity and progression in rewarding good behaviour. The suggested rewards for each year group are outlined below. These are subject to change dependent on pupil voice and staff evaluation of impact.

Year group	Suggested Rewards
Nursery	<ul style="list-style-type: none"> • RWInc cheers – specific praise language • Learning for Life character stickers • Positive feedback – non-verbal, verbal and written • General reward stickers and house points • Seren yr Wythnos • Gwasaneath Gwych award
Reception	<ul style="list-style-type: none"> • SEAL – Warm Fuzzies and specific praise language including RWInc cheers • Learning for Life character stickers • Positive feedback – non-verbal, verbal and written • General reward stickers and house points • Seren yr Wythnos • Gwasaneath Gwych award
Year 1	<ul style="list-style-type: none"> • Specific praise language, including RWInc cheers • Feedback to parents – verbal / copy of work / phone call • General reward stickers and house points • Learning for Life habit stickers • Adventure playground • Visit other classes / teachers • WAGOLL learning / behaviour recognition • Seren yr Wythnos • Gwasaneath Gwych award • Positive feedback – non-verbal, verbal and written
Year 2	<ul style="list-style-type: none"> • General reward stickers and house points • Learning for Life habit stickers • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Trim Trail • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Gwasaneath Gwych award

Year 3	<ul style="list-style-type: none"> • General reward stickers and house points • Learning for Life stickers • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Gwasaneath Gwych award • Marbles in the jar – group rewards • Class roles and responsibilities
Year 4	<ul style="list-style-type: none"> • General reward stickers, growth mindset and house points • Learning for Life stickers • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Gwasaneath Gwych award • Marbles in the jar – group rewards • Class roles and responsibilities • 'Linking learning' display
Year 5	<ul style="list-style-type: none"> • General reward stickers and house points • Learning for Life stickers • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Gwasaneath Gwych award • Marbles in the jar – group rewards • Class roles and responsibilities • Class dojo
Year 6	<ul style="list-style-type: none"> • General reward stickers and house points • Learning for Life stickers • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Gwasaneath Gwych award • Marbles in the jar – group rewards • Class roles and responsibilities • Class dojo

Consequences

At Johnstown Primary School we are committed to using a positive approach to developing appropriate behaviour skills. However, we recognise that consequences are at times necessary to promote and establish effective personal and social skills.

Staff at Johnstown Primary School are committed to managing behaviour and developing positive attitudes. We understand this is vital as it helps learners cope and succeed in different ways. The following guidance presents consequences in a sequential order – where an individual behaviour results in an individual consequence.

Behaviours	Consequences		
A child displaying out of character behaviours	A private quiet chat/discussion to ascertain if there are any reasons for the unexpected behaviours – discuss ways forward, eg, How can we help you with this?		
Low Level Behaviours	Individual	Group	⌂ <

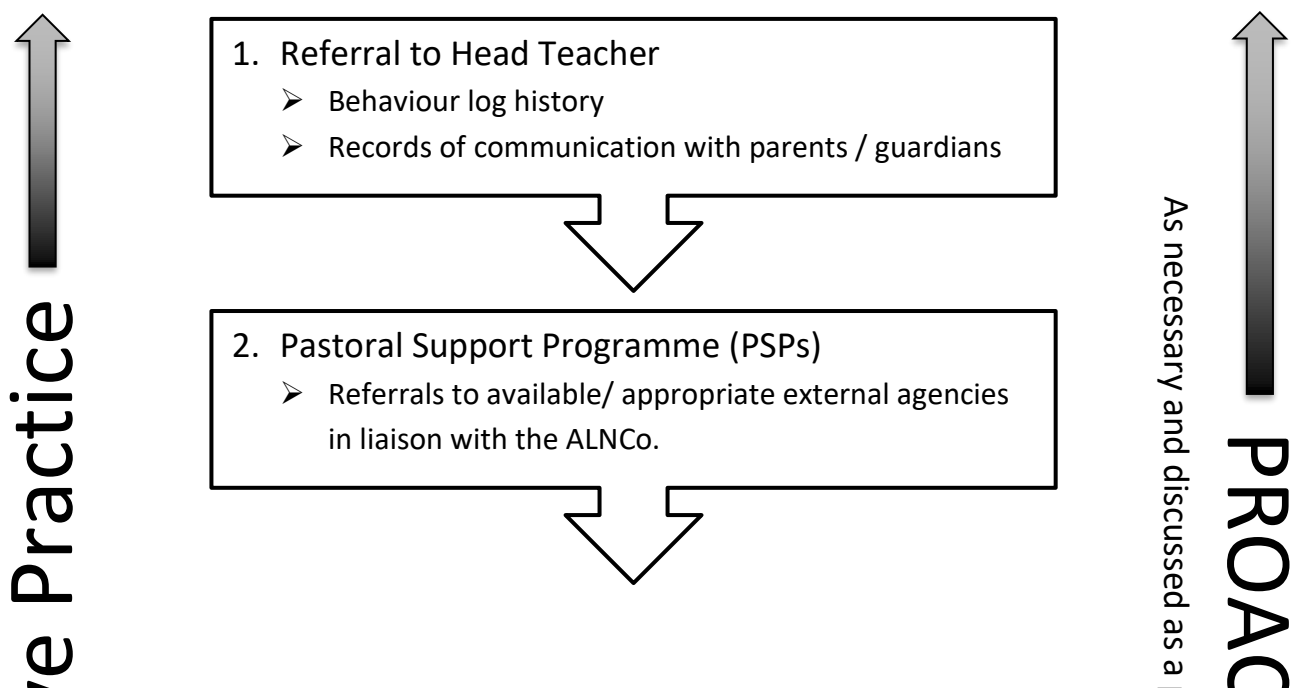
<ul style="list-style-type: none"> Talking (over a peer/adult) at inappropriate times. Distracted/not on task/fiddling with resources. Disturbing other children. Not following instructions/rules. Avoidance, eg mislaying resources/home learning. Not following school rules – ‘RESPECT’. First Instance of ‘not telling the truth’. Hiding equipment / property which causes upset. Inappropriate use of equipment, e.g. throwing books into a box / leaving equipment on floor. 	<ul style="list-style-type: none"> ① Non-verbal gesture eg look/pause in sentence ② Verbal eg positive reminder ③ Verbal eg reminder of behaviour (Private where possible) 	<ul style="list-style-type: none"> ① Stop signal ② Verbal eg positive reminder ③ Verbal eg reminder of behaviour (Private where possible) 	
	<p>Action</p> <ul style="list-style-type: none"> Incidents to be noted in class diary and parents informed informally at end of the day. 		

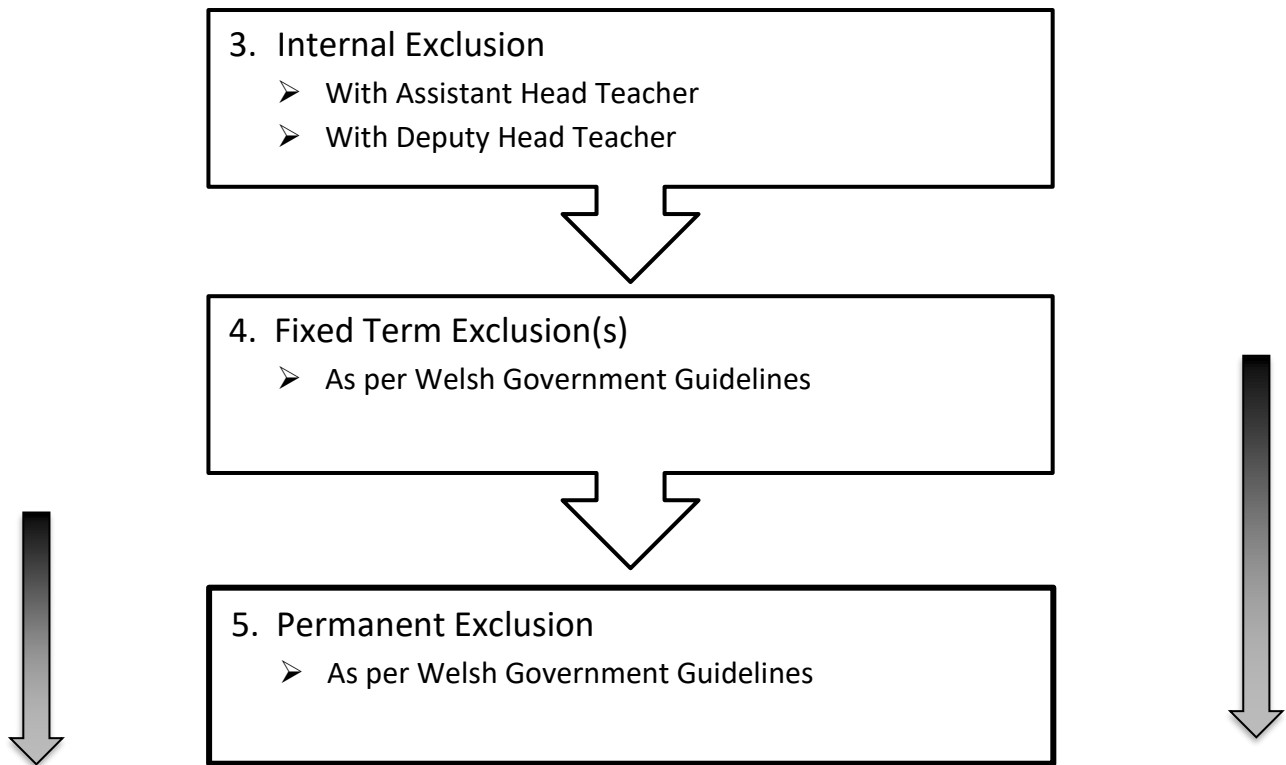
Behaviours	Consequences
Medium Level Behaviours	
<ul style="list-style-type: none"> Persistent shouting out. Rough play. Persistent disturbance of learning. Refusals (managed at class level) Inappropriate interactions eg answering back. Inappropriate language. Persistent low level behaviours. First instances of spitting/pushing/kicking etc. Persistently not telling the truth. Taking items without consent. Persistently damaging property. 	<ul style="list-style-type: none"> ① Restorative practice technique (Appendix 1). Children decide on reasonable consequence. ③ Time out (as per year group guidance). ④ Assistant Head referral (record on behaviour log). <p>Action</p> <ul style="list-style-type: none"> Class teacher to record all incidents on ABC behaviour log (Appendix 3) – Inform parents of incidents and level of behaviour. Assistant Head Teacher to keep ABC Behaviour Log folder for all pupils referred. – Inform parents of incidents and level of behaviour.

Behaviours	Consequences
High Level Behaviours	
<ul style="list-style-type: none"> Persistent Medium Level Behaviours. Verbal confrontation which impacts negatively on others Intentional ‘rough play’ which could lead to fighting. Fighting/aggressive behaviour. Significant disturbance of learning – whole lessons, environment disrupted, monopolising teacher time and attention. Refusals – Managed at Senior Leadership Level (SLT). 	<ul style="list-style-type: none"> ① Restorative practice technique (Appendix 1). Parental involvement in procedure. ② Referral to Deputy Head Teacher via Assistant Head Teacher (record on behaviour log) ③ Referral to Head Teacher (record on behaviour log) – Meet with parents. <p>Action</p> <ul style="list-style-type: none"> Assistant Head Teacher to communicate ABC

<ul style="list-style-type: none"> • First instance of discriminatory behaviour • Bullying behaviour – see Anti Bullying Policy • Telling untruths for own gain / transfer blame. • Significant damage of property. 	<p>behaviour records to Deputy Head Teacher at time of referral - Inform parents of incidents, level of behaviour and next steps.</p> <ul style="list-style-type: none"> ▪ Deputy Head Teacher to communicate ABC behaviour records to Head Teacher at time of referral - Inform parents of incidents, level of behaviour and next steps. ▪ Head Teacher to have access to all ABC behaviour records for parental meeting.
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In situations where an incident / incidents are assessed as ‘persistent High level Behaviours’ or extreme circumstances where a significant risk of harm may result, then the exclusion policy will be followed. Our exclusion policy is adopted from the Welsh Government guidance document (Pages 8-11) and is outlined as follows:





This process must always be followed when dealing with incidents of ‘bullying, discrimination and aggressive incidents.’

(Appendix ____, P.21 Exclusion from Schools 081/2012)



Appendix 1



Restorative Questions Script

Relational Questions 1 – Challenging Those Causing Harm

- ◆ What happened?
- ◆ What were you thinking of at the time?
- ◆ What have your thoughts been since?
- ◆ Who has been affected by what you did?
- ◆ In what way have they been affected?

→ ◆ **What do you think needs to happen next?**

This questions needs to be asked **after** the five questions have been asked to those being supported

Relational Questions 2 – Supporting Those Being Harmed

- ◆ What happened?
 - ◆ What were your thoughts at the time?
 - ◆ What have your thoughts been since?
 - ◆ How has this affected you and others?
 - ◆ What has been the hardest thing for you?
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◆ **What do you think needs to happen next?**

This question needs to be the final question asked **after** the one causing harm has been asked what they think needs to happen next.



Appendix 2

School Motto

Be All You Can Be

School Values

Respect Yourself
Respect Others
Be a Good Learner

School Creed



This is our school and we are family
 Let us promise together
 That this shall be a place
 Where we love one another
 As brothers and sisters
 Let us promise together
 That this can be a happy place
 Where we can learn about
 The world around us.



Appendix 3

Siart ABC Behaviour Log Form



Amser a dyddiad y digwyddiad Date and time of incident	Beth digwyddodd cyn hyn? Antecedent	Ymddygiad Beth ddigwyddodd? Behaviour	Canlyniad Beth digwyddodd nesaf? Consequence What happened next?	Beth gafodd y plentyn allan o hyn? What was the 'pay off' for the child?



Appendix 4 - Time Out Guidance



Year Group	Class Sessions	Playtime / Lunchtime Breaks
N	<ul style="list-style-type: none"> • 2 minutes reflection time (stood or sitting) in an area of the classroom with a visual timer shown. • Class teacher to discuss good choices with the child to help them reflect using Restorative Practices (RP). 	<ul style="list-style-type: none"> • 2 minutes stood next to Teaching Assistant on yard. • Use RP to discuss why they have the consequence and how to make improved choices.
Rec	<ul style="list-style-type: none"> • 4 or 5 minutes reflection time (matching age) in an area of the classroom with a visual timer shown • Class teacher to discuss good choices with the child to help them reflect using RP. 	<ul style="list-style-type: none"> • 4 or 5 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around.
Y1	<ul style="list-style-type: none"> • Sit next to adult for 5-6 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (5-6 mins) using RP approach. Focus on turning it around and improving choices – highlight positive behaviours 	<ul style="list-style-type: none"> • 5-6 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)
Y2	<ul style="list-style-type: none"> • Sit next to adult for 6-7 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (6-7 mins) using RP approach. Focus on turning it around and improving choices – highlight positive behaviours 	<ul style="list-style-type: none"> • 6-7 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)

Y3	<ul style="list-style-type: none"> • Sit next to adult for 7-8 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (7-8 mins) using RP approach. Focus on turning it around and highlight positive behaviours • Complete task – 5 mins during break time 	<ul style="list-style-type: none"> • 7-8 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)
Y4	<ul style="list-style-type: none"> • Sit next to adult / individually for 8-9 minutes of reflection time and individual work during lessons. (matching age) • Discuss behaviour during break time (8-9 mins) using RP approach. Focus on turning it around and highlight positive behaviours • Complete task – 5 mins during break time 	<ul style="list-style-type: none"> • 8-9 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)
Y5	<ul style="list-style-type: none"> • Sit next to adult / individually for 9-10 minutes of reflection time and individual work during lessons. (matching age) • Discuss behaviour during break time (9-10 mins) using RP approach. Focus on turning it around and highlight positive behaviours • Work on their own • Complete task – 9-10 mins during break time 	<ul style="list-style-type: none"> • 9-10 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)
Y6	<ul style="list-style-type: none"> • Sit next to adult / individually for a maximum of 10 minutes of reflection time and individual work during lessons. (matching age) • Discuss behaviour during break time (10 mins) using RP approach. Focus on turning it around and highlight positive behaviours • Work on their own • Complete task – 10 mins max during break time 	<ul style="list-style-type: none"> • 10 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices. (reviewed and discussed regularly)