



**YSGOL  
CEFNLLYS**

*Learning Today To Shape Tomorrow ~ Dysgu Heddiw er Mwyn Llunio Yfory*

# Positive Behaviour Policy

**Reviewed: October 2024  
Currently under review**

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**POLICY FOR POSITIVE SCHOOL BEHAVIOUR**

Ysgol Cefnlllys wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced procedures to create a calm, secure and happy working environment for all. The approach is holistic and includes a range of elements: Restorative Approach, Aces understanding, Positive Playtimes, Therapy dog, Kidscape, Yoga, Mindfulness, ELSA.

We have agreed our Ways of Being: SAFE, READY, RESPECTFUL and these underpin all the expectations across every aspect of school life and every member of the school team.

### **School Aims**

- ◆ Maintain an approach to behaviour, supported and followed by the whole school community/stakeholders - parents, carers, guardians, teachers, children and Governors - based on a sense of community and shared values.
- ◆ To develop and foster mutual respect between all those in our school.
- ◆ To build up self-esteem and self-worth by developing positive attitudes.
- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ To provide a structure in which children, adults and parents know what is expected of them and what strategies and interventions are provided to deal with behaviour problems.
- ◆ To hold emotional health and well-being at the heart of our curriculum
- ◆ To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities.
- ◆ Ensure that children understand that consequences will follow any breaking of the school ways.
- ◆ To resolve behavioural problems in a caring and sympathetic manner and ensure investigation if needed and provide support where necessary.

Every class works within the Safe, Ready and Respectful focus and children are regularly encouraged to think about these ways and how we can work together to follow them every day.

This clarifies the behaviour expected from pupils and what they can expect in return. The aim is to have a fair, consistent way to establish a safe, orderly, positive learning environment where teachers can teach, and children can learn.

### **Positive recognition**

#### **C\*heroTime**

A major intent of our positive approach is to encourage pupils to exhibit good behaviour and ability to follow our Ways of Being; this is reinforced with the system of praise and reward for all children. All children are given the opportunity to spend 30 mins weekly on a C\*hero Time activity of their choosing, older children are sometimes given the opportunity to plan these activities.

If children choose not to follow the 'Ways of Being' they will not be able to achieve that day's C\*hero and therefore their C\*hero time will be reduced.

In Reception, Year 1 and 2 the children may have C\*hero time at the end of each day.

#### **Celebration Assembly**

Celebration Assembly is held weekly on a Monday where VIP's are acknowledged (Very Impressive Person). Stars of the day are awarded in every class and these are also celebrated.

We also share achievements and activities with Parents on a termly basis via a Sharing Assembly.

#### **Golden Book**

There is a Golden book located in the school foyer for all visitors to peruse; in here a teacher can record a pupil, group of pupils or whole class for any special or always consistent effort/behaviour. This is shared in our celebration assembly.

#### **Sharing with the Head teacher**

All staff are actively encouraged to send pupils to the Head teacher to share and celebrate achievements, progress or acts of kindness.

## **Y Senedd**

The school has a school council called Y Senedd and this is a forum for the pupils to have a voice in raising and discussing issues around establishing and maintaining the positive ethos of the school.

### **Challenging/inappropriate behaviour**

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable positive behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the staff member, in a caring, supportive and fair manner, having regard to the age of the child.

We have a consistent script which is used by all staff with the pupils in almost all situations: See Want Choose Ways (see Appendix 1) A child friendly version is on display in every classroom. Staff use the set script to alert pupils to the behaviour that needs to change, remind pupils of the expected behaviour and give a warning to avoid the lack of achievement of C\*hero time.

### **C\*hero Time**

A serious offence such as hurting another child will be an automatic 15 mins off C\*hero and of course may result in an exclusion (explained below)

Persistent missed C\*hero Time (ie: 3 weeks in a row) will result in a CPOMS concern uploaded and a plan will be put in place to support the child to overcome this situation and the incidents that led to it.

***Major breaches of discipline are physical assault, verbal abuse and/or threatening behaviour, bullying, racist abuse, sexual misconduct, damage to property, theft, or any persistent disruptive behaviour. These may lead to a fixed term exclusion of a pupil. (See separate policies)***

### **Lunchtime Support**

Supervision on the yard is by a team of Midday Supervisors who use the school scripts and a trauma informed approach in order to remind children of the standard of behaviour expected. Ysgol Cefnlllys also encourages older pupils to undertake the role of a Buddy and this involves supporting younger children and being a point of contact for issues on the yard which if unable to resolve will then be referred to staff.

Serious misbehaviour or repeated lack of respect for ways of being etc at lunchtime is brought to the attention of the Head Teacher and will be added to

the CPOMs system (explained below). Parents, carers or guardians will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for an agreed period.

## **Parents**

Parents, carers and guardians can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the 'Ways of Being' with their child, emphasising that they support the Ways and expectations.

A home school agreement is issued when each child starts school which will explain the role of parents.

The parent should recognise the need to:

- Provide firm and affectionate guidance in the home, which is most likely to produce the attitude on which good positive behaviour in school is based.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.
- Support the school's policies and guidelines for behaviour.

Parents should be able to feel confident that their children are safe and secure in our school. They need to know that all problems will be dealt with promptly and fairly.

## **CPOMs (Child Protection Online Monitoring System)**

This is a recording system that allows us to track and monitor actions, incidents and concerns. It is a safeguarding and pastoral online tool that allows us to capture information from a range of sources and spot trends and patterns allowing us to offer more bespoke support to our children. CPOMs links closely within our Positive Behaviour approach and can be used to further complete and analyse ABC's where necessary.

## **Physical Intervention**

If a child is at risk of injuring themselves or others, then physical restraint may be necessary. These pupils are identified, and a Positive Intervention (handling) Plan (PIP) is completed in advance and shared with parents and the pupil. Only Team Teach trained members of staff may handle/restrain a pupil and only if a PIP is in place, unless the HT or deputy agree that it is an emergency situation. This is always a last resort. (see separate Positive Handling policy)

### **Pupil Responsibility**

The role of the pupil is paramount to the success of the Positive Behaviour Policy. Children must understand what is expected of them and be reminded of their responsibilities in promoting good behaviour throughout their time in the school.

Children should be encouraged:

- 1) to be responsible for managing their own work, and working to the best of their ability at all times
- 2) to set a good example to other pupils
- 3) to be responsible for taking care of classroom materials and areas
- 4) to have respect for the school building and grounds
- 5) to carry out responsible tasks with care and attention
- 6) to help draw up class rules
- 7) to work co-operatively with others and see themselves as part of a team, working together rather than just an individual
- 8) to treat all people involved in the school with respect
- 9) to feel proud to be part of the school.

### **Staff Responsibility**

For children to learn, they need a calm, purposeful classroom. It is the teacher's responsibility to set up the learning environment in such a way that the pupils will receive the best learning experiences possible. The teacher not only needs the ability to effectively plan and deliver the teaching programmes, but also to encourage good behaviour, learning habits and deal calmly but fairly and consistently with inappropriate behaviour.

It is important that staff maintain the school's positive behaviour message, not only by what they say, but also by what they do.

### **Early Intervention**

All children who are identified as consistently "having challenging or attention needing behaviour" will be referred to the Head teacher, Deputy Head teacher and ALNCo immediately. They will then decide if the children need to have a personalised behaviour plan, access Restorative Justice programme or be referred to the Educational Psychologist service / inclusion service and what further action is required with agreement of parents.

