

The Federation of Kymin View and Llandogo Primary Schools

Positive Attitudes, Relationships & Behaviours Policy



Dream, Believe, Achieve

FEDERATION PHILOSOPHY

Our school believes that good behaviour and discipline are essential to achieving success. It is important to maintain a well-ordered and safe environment for all our pupils, which is supported by everyone's commitment to encouraging positive attitudes to learning.

All pupils are expected to behave in a sensible and responsible manner at all times. They are expected to achieve this by showing due consideration, courtesy and respect for all members of the school community, as well as personal and public property.

We maintain that developing an ethos of self-discipline and self-respect is one which is central to pupils meeting the high expectations we set, and these values will form a core part of the school's ethos.

The federation of Kymin View and Llandogo Primary has developed its policy around a core set of Values which underpin the strategies used. These Values are the focus for discussion with pupils both formally and informally and permeate all aspects of school life. Each month pupil's attention is drawn to a new Value. Twenty-two in all are referred to over a two-year rolling programme.

SCHOOL STRATEGY

Our school strategy for dealing with behaviour is centred on the philosophy of Positive Behaviour Management and building positive relationships.

- The implementation of an agreed set of school rules, rewards and consequences which will be consistently applied throughout the school.
- An emphasis on the pupil's own responsibility for their behaviour - we believe and teach that behaviours are chosen – both acceptable and unacceptable.
- Forming a partnership ethos with parents/carers to promote positive attitudes and behaviours, also to provide networks of support whenever parents deem this necessary.
- To promote positive behaviours using a positive and constructive approach and by treating all pupils equally and fairly.

THE IMPLEMENTATION OF OUR STRATEGY

Our approach to the policy for Positive Attitudes, Relationships and Behaviours is about implementing a consistent set of rules, rewards and consequences.

RULES

All pupils are expected to follow the five school rules which underpin our strategy.

At Kymin View, these are:

Keep hands, feet, objects and unkind words to yourself.

You must walk in school (keep to the left).

Manners matter.

Instructions must be followed first time.

Noise levels must be appropriate.

At Llandogo, these are:

- We will keep our hands, feet and unkind words to ourselves.
- We will follow instructions first time.
- We will ask an adult for permission to leave if we need to.

These rules are generic and apply in all aspects of school life, including break time, lunch time and offsite visits. Each new term teachers will remind pupils of the rules and how to follow them.

Class Charter -

Each class collaborate to write their own class charter at the beginning of the year. All pupils sign to agree the rules and this is to be displayed in the classroom and referred to when necessary.

Throughout the school, the important messages of maintaining self-control, developing self-esteem and resilience will be encouraged and promoted.

REWARDS

To promote behaviour in a positive way, the school has adopted a system of rewards which include: -

- ★ Verbal praise
- ★ Stars, stickers and stamps
- ★ Positive feedback to parents
- ★ Dojo points
- ★ Dojo redemption reward – suitable for each class
- ★ Wristbands from HT/DHT/AHT
- ★ Raffle tickets for a lucky dip basket
- ★ Weekly 'Star Assembly' (Friday) SLT to award certificates

To ensure equity, a bespoke positive attitude to behaviour plan for certain pupils will be in place that can detail rewards that may differ to our whole school rewards.

CONSEQUENCE

Pupils need to understand the consequences they could face if they choose not to comply with the school rules. Sanctions/consequences for rule breaking should be displayed in every class.

To promote consistency of practice across the school the following steps should be followed in every class.

For poor behaviour or for pupils who persistently break rules, there is a hierarchy of steps that must be followed:

Consequences:

1. A prompt to change behaviour.
2. Reminder to make the right choice.
3. Final verbal warning.
4. Time away from group/table.
5. Time outside of class with work in pod, corridor or in partner class.
6. Time missed during unstructured time.
7. Phone call home to parent by staff.
8. SLT involvement - SLT to decide if whether, depending upon the extent of the incident, an internal / external exclusion is required.

For serious rule breaking incidents, a pupil can be fast-tracked to the relevant step. SLT will make the decision to do the following –

- a phone call home to parents/carers informing them of the rule breaking – another child harmed, adult harmed, or harmed themselves. If another child harmed, their parent will also be informed.
- parents and carers can be invited to attend a meeting with the Deputy Head teacher, Head Teacher, member of the SLT or class teacher (as appropriate) to address the current issue.
- In serious cases there may be an internal or even an external exclusion (to be discussed with HT).

RECORDING/REPORTING OF INCIDENTS

Any incidents which may result in the involvement of parents must be recorded and reported to Head/Deputy Head via the internal recording system.

All 'serious incidents' in which pupils or staff have been:

- verbally abused, physically threatened or caused actual bodily harm, acts of bullying and damage potential or otherwise to school or personal property must be recorded.
- Whenever 'positive handling' strategies are required and used, these must be recorded in the Numbered and Bound Book – these incidents are reported to the LA on a Form R.
- Any incidents related to protected characteristics are also reported to the LA.

RISK ASSESSMENT

All pupils deemed to have challenging behaviour may need to have a Behaviour Risk Assessment completed. From this assessment, a pupil may require a PSP (Pastoral Support Plan) indicating staff involvement, current and expected behaviours, who is involved in monitoring, sanctions and rewards agreed by school and home, and any comments from reports with outside agencies. This will need to run alongside any provision deemed necessary for a modified day, a Positive Handling Plan (PHP) or an IDP.

This is only used as a last resort when dealing with very challenging behaviour and only if there is deemed to be a significant risk to the pupil, other pupils, or property.

Also refer to Anti-Bullying Policy
Policy on the Use of Reasonable Force

Revised:
January 2019
July 2019
December 2019
October 2021
October 2023
October 2024