



POSITIVE BEHAVIOUR POLICY

Prendergast C.P. School

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1. Introduction

Prendergast C.P. School sees each person as an individual, capable of making the right choices to develop intellectually, physically and emotionally whilst at our school. Our Positive Behaviour policy is designed to enable all to feel safe, to learn in a positive environment and to go forward from our school into the wider community with self-worth and an awareness of the importance and dignity that each and every person deserves. Our positive behaviour and discipline policy is therefore centred around three key words: **READY, RESPECTFUL, and SAFE**. And these values underpin all our behaviour expectations and follow Pembrokeshire's agreed process as outlined in *Pembrokeshire's Positive Behaviour Management (primary)* document.

The vision of the school regarding behaviour is "An **inclusive** school, which **inspires** staff and pupils to **improve** and excel within a caring environment".

By simplifying the importance of these values and striving for consistency from staff, a culture change can quickly take effect.

Consistency will be supported in the following areas:

- Language and responses from all staff
- Follow up from staff and SLT
- Positive reinforcement
- Consequences
- Simple rules and expectations
- Respect from adults
- Emotional control from adults
- Behaviour routines
- Learning Environment

In order to allow each pupil in Prendergast C. P. School to reach their full potential, we believe that appropriate behaviour should be displayed and modelled by all of the adults around them. This is supported by encouraging pupils to be **ready** to learn, be **respectful** to themselves and others and to be **safe**.

2. Teaching and Learning

Strategies to promote positive behaviour

Prendergast C.P. School is a school where pupils come to learn. When pupils' behaviour and attitude are good, and they are engaged in their learning experiences, this will contribute to a positive outcome.

In order to enable the best teaching and learning to take place, desired behaviour in all aspects of school life is essential. The staff at Prendergast C.P. School seek to promote an inclusive learning environment by the use of a range of strategies, including but not limited to:

- ✓ Giving all pupils the optimum chance to achieve
- ✓ Rewarding pupils when appropriate
- ✓ Promoting high self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ✓ Promoting a culture of praise and encouragement in which all pupils can achieve
- ✓ Allowing pupils the responsibility for their own behaviour
- ✓ Being aware that all pupils are individuals
- ✓ Offering strategies* to minimise inappropriate behaviour
- ✓ Being consistent across whole school, enabling staff and pupils to maintain clear understanding of expectations while having due regard for any additional learning needs they may have
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in partnership with the school;

*These will be tailored to the particular needs of the pupil and, where appropriate, be in line with any IDP in place for the pupil

In order for this policy to be effective, it is very important that every member of the school community knows and understands it and is aware of their part in its successful implementation.

2.1 Teaching Environment

Within each teaching environment there are expectations which all pupils need to adhere to. When pupils live up to these, it enables the teacher to teach, pupils to concentrate and for all to enjoy the learning experience.

2.2 Staff Responsibilities

Staff are also expected to adhere to the values of **READY, RESPECTFUL** and **SAFE** and encourage a positive learning environment. It is the responsibility of staff to manage their curriculum area and the behaviour of all pupils. Teaching staff will ensure that all pupils are able to access the curriculum and **MUST** ensure that all reasonable efforts are made to put appropriate strategies in place to enable this. The Pembrokeshire Behaviour Approach systems should be evident throughout the classroom and school. When these values are practised, learning improves.

3. READY, RESPECTFUL, SAFE in the classroom

The School has established expectations for the promotion of positive behaviour. These are reviewed regularly and form the basis of classroom expectations.

These expectations are communicated to pupils and parents, are non-discriminatory and clear and are based on the principles that everyone at Prendergast C.P. School is expected to be **READY** to learn, **RESPECTFUL** to themselves and each other and to keep themselves and others **SAFE**. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The following expectations are also regarded as good practice and are proven to positively influence behaviour within the classroom. The school will embed these strategies in every classroom and with every member of staff so that pupils would have the same expectation in every lesson and be unable to exploit or explore inconsistencies.

- Meet and greet
- Routines and support for punctuality

- Positive language model
- A routine for addressing negative behaviour
- A routine for recognising positive behaviour
- RIP and PIP (reprimand in private, praise in public)

- Consistency of consequences
- Consistent language/script
- Positive framing - know your pupils- building relationships
- Consistency on the walls (school displays reflect consistent behaviour strategy) At Prendergast YOYO-B posters are displayed.

4. READY, RESPECT, SAFE in the school environment and beyond the gate

The guidelines for break and lunch times are as follows:

- ✓ When you play, you must respect the right of other pupils to enjoy their leisure time safely
- ✓ Littering in and around the school site is not permitted and pupils who drop litter will face consequences
- ✓ Inappropriate language and behaviour on school premises will result in consequences
- ✓ Pupils are representing the school when they are travelling to or from school or taking part in a school event off site, such as a sporting fixture, a visit or a school journey. In such circumstances, all our usual expectations regarding respect for yourselves, for other people and for the environment apply.

5. Managing Behaviour

The head teacher and the deputy are responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the

policy is essential. Staff have a key role in creating a high quality learning environment, teaching positive behaviour for learning and implementing the policy and procedures consistently.

The Governing Body, Head teacher and staff **MUST** ensure that pupils do not experience direct or indirect discrimination through the implementation of this policy and procedure and **MUST** have due regard for any reasonable adjustments that may be required. They will ensure that all concerns of pupils are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the implementation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for the school environment making it both safe and enjoyable by reporting all undesirable behaviour.

6. Rewarding Positive Behaviour

Prendergast C.P. School believes being **Ready** to learn, **Respectful** and **Safe** should be an expectation for all.

Our school uses a variety of systems to recognise positive behaviour such as class dojos and stickers.

7. Managing Consequences

7.1 Behaviour Management

*If a pupil is judged to be not **ready** to learn, **disrespectful** or not acting **safely** whilst representing or being in school then the school consequence system (YOYO-B) will be used to support the management of behaviour.*

7.2 Consequences

At Prendergast School pupils are encouraged to own their own behaviour and all staff and pupils follow the YOYO-B Action Alphabet:

Prendergast's YOYO-B Action Alphabet

- You Own Your Own Behaviour!

Ready

- *We are listening to the person who is meant to be speaking
- *We have everything ready to help us learn

Respectful

- *We respect everyone and everything
- *We follow instructions first time

Safe

- *We keep our hands, feet, objects and unkind words to ourselves
- *We move sensibly, safely and quietly



When we are being Ready, Respectful and Safe, we can earn Dojos!



Believe and Achieve

Action A

- Spilling others' games or learning
- Refusing to 'Own your own behaviour'
- Interrupting
- Not following instructions

Consequence

Lose 5 minutes of morning play

Action B

- Cruel actions (name calling or rough play)
- Disrespecting staff
- Disrespecting property

Consequence

Lose 10 minutes of morning play

Action C

Using bad language towards another person or refusing to do as asked by staff

Consequence

Lose morning play - Sent to other Year teacher. Dot for each incident.

Action D

- Threatening behaviour
- Taking people's belongings

Consequence

Lose morning play for 2 days - Sent to Deputy Head Teacher. 2 dots for each incident.

Action E

Use of physical behaviour such as hitting, hitting or hurting.

Consequence

Lose morning play for 3 days - Sent to Deputy Head Teacher - Phone call home. 3 dots for each incident.

Action F

For receiving Action C, D or E repeatedly.

Consequence

Report Card Issued - Signed daily by teacher, pupil and Head Teacher.

Sent to Head Teacher - phone call home and meeting with parents. Dots as appropriate.

7.3 Attendance

Pupil attendance is extremely important at Prendergast C.P. School.

Prendergast C.P. School operates an early home contact practice for any absent pupil. If a pupil has not come to school and no reason for absence has been reported parents/carers are contacted immediately and comments added onto SIMS (and Edukey to support effective communication practices). For safeguarding reasons, pupils at Prendergast C.P. School are not allowed to leave the site in the school day without prior consent from their parent/carer. Should a pupil leave school without consent then the school's emergency procedures will be followed.

7.4 Mobile phones and Smart watches

The use of mobile phones by pupils is not permitted within the school setting. Pupils' devices are kept in the school office during the school day and returned to pupils for their safe use outside the school site (pupils are encouraged to place their mobile phones inside their school bags whilst they exit the school site).

The appropriate use of smart watches by pupils is monitored by staff and they are not permitted to be used as communication devices at the school.

7.5 Incidence of Racism or Discriminatory Behaviour and Language including Bullying

Following an incident the matter will be investigated by a member of SLT. An informal procedure will be used to address the behaviour where the investigation shows that the racism, discrimination or slur may have been unintentional, and that the perpetrator may not have been aware of the fact that his or her behaviour was offensive or unacceptable. If it is deemed to be a deliberate act of discrimination, then the school's sanction and restorative practice process should be used. If it is further deemed that the behaviour was deliberately based on any of the protected characteristics¹ then an uplift to the severity of the sanctions should be considered.

All incidents will be reported and logged according to LA policy.

7.6 Restorative Language

How we speak and communicate with each other can determine how we feel and react to others.

Restorative language is a proactive and positive way of communicating with others and can improve the atmosphere of any situation or place.

¹ As defined under the Equalities Act 2010

Restorative processes encourage everyone to be calm and fair and to think about the effect of our behaviour. We want to create an environment in school where children become comfortable in freely expressing their emotions. Asking questions like, 'How are you today?' 'How did things go yesterday?' or 'You look happy/upset, do you want to talk about it?' and taking the time to listen to the children are very important.

These opportunities to talk and have someone listen can help children to manage any built up feelings or share happy moments, and then they will be happier, more secure and ready to learn.

Affective Statements Everyone can use affective statements at any time. Using positive and negative affective statements improve children's emotional literacy, which further improves their communication and social skills, written work and reading.

Children will learn to associate their feelings and the feelings of others with experiences, behaviour and actions. Simple changes to the way we react to incidents and ask questions can have such a positive impact on the school environment and everyone in it.

Positive affective statements share emotions and reflect on positive behaviour. Rather than saying... "Well done for sharing your experience..." We would say... "You made me feel so happy when you shared your day with the class." Rather than saying... "I am so proud." We would say... "You made me feel proud when I saw how brave you were." Negative affective statements share emotions and reflect on negative behaviour. Rather than saying... "I'm sad..." We would say... "You made me feel so sad when you hurt your friend." Rather than saying... "I'm unhappy" We would say... "You made me feel unhappy when you shouted out on the carpet."

Restorative Questions

Using restorative questions can resolve conflicts and encourage everyone to think about their feelings and those of others. They also encourage everyone to discuss what should happen next. The most important thing to remember when asking these questions is to say them in a calm and neutral voice, without directing blame at one person. The questions and discussion will prompt children to resolve the issue. Try to avoid asking 'why'? It is usually the first question we

ask...'Why did you do that?' but if you think about it, most children say 'I don't know' because it is a very hard question to answer.

What happened?

What were you thinking at the time?

What do you think about it now?

How has this affected you?

How has this affected others?

What has been the hardest thing for you?

What do you think should happen now?

Each person should be asked each question, however if you witnessed them doing something wrong or they have admitted any wrongdoing, you could also ask the following questions.

Who has been affected by what you did?

In what way do you think they have been affected?

What do you think needs to happen next?

It is much better to allow the children to resolve their problems by talking it through. A restorative circle usually results in children discussing what has happened, admitting any wrongdoing, sharing feelings and thinking of ideas to move forward. It is an important process for both the wrongdoer and the victim. They both have their voices heard and are part of the process of resolving the problem.

7.7 Removing a pupil from class

A pupil may continue to show unacceptable behaviour in the classroom despite a number of strategies being used. At this point it is necessary to call for a more senior member of staff.

There will be occasions when a pupil will need to be removed from their usual classroom to an appropriate alternative, identified location e.g. sensory room, library by a member of the SLT to help him/her put a stop to the undesirable behaviour. This removal may be for a short period to just cool off and then they are returned to their classroom and is not used as a punishment.

7.8 The Use of Reasonable Force to Control or Restrain Pupils - Refer to Positive Handling and Time Out Areas Policy

Where necessary, it is lawful to use reasonable force to control or restrain pupils. However, the use of physical intervention should be regarded as a final option when other restraint strategies prove ineffective. The use of force for specific purposes by teachers and non-teaching staff authorised by the Head Teacher to have control of pupils, should be used to prevent the pupil:
Committing an offence; Causing personal injury or damage to property; Engaging in behaviour prejudicial to good order and discipline at the school or amongst its pupils.

However, the use of physical intervention with a pupil who is displaying challenging behaviour should be viewed as a last resort. It is crucial that all incidents that require use of force or restraint be recorded in the Bound and Numbered Book

8 Exclusions

Sometimes, we exclude a child for an incident or series of incidents that have happened which are considered to be a serious breach of our behaviour policy.

Breaches can include violent behaviour (towards pupils or staff), bullying, intended damage to property, severe disruption to learning, racist behaviour.

Only the Head Teacher or the Deputy Head Teacher can exclude. The decision is never taken in the heat of the moment unless there is a serious threat to the safety of individuals.

All witnesses, including the pupil themselves, staff, other pupils are given the opportunity to give their version of what happened.

Fixed term exclusion can be anything from half a day to a maximum of 45 days in a school year.

We inform parents/carers immediately by telephone wherever possible. Parents are invited to speak with the Head Teacher to discuss the incident and the reason for the exclusion.

A letter follows within one school day and explains: The length of exclusion; The reason for exclusion; The parent/carer's right to an appeal; The date and time when the pupil should return to school; The Director of Education and the Chair of Governors of the school are also sent a copy of the exclusion letter within one school day of the exclusion. The Behaviour Support Service is sent details of the exclusion for monitoring purposes. Parents/Carers are made aware of arrangements to set work for the pupil to do at home and be marked at school.

Permanent exclusion is when we feel that a pupil has broken school rules to such a serious degree that they should no longer remain at our school. We consider permanent exclusion to be a last resort, after all strategies and support have been exhausted. We inform parents/carers immediately by telephone wherever possible. Parents are invited to speak with the Head teacher to discuss the incident and the reason for the permanent exclusion. A letter follows within one school day and explains: That the exclusion is permanent; The reason for exclusion; The parent/carer's right to an appeal to the Governing Body Pupil Disciplinary Committee, with contact details of the clerk; The parent/carer can make a further appeal to an independent appeals panel if the first appeal is rejected. This panel is arranged by the Education Department.

9 Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The class teacher records incidents on the EduKey System. Safeguarding concerns are also recorded on this system. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

The Governing Body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Signatures:

Headteacher: *Louise John*

Date: 10th September 2025

Chair of Governors: *Mike Mathias*

Date: 10th September 2025

Policy to be reviewed Autumn Term 2026

Appendices

Appendix A

Absolute Consistencies in Adult Behaviour

There are 5 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours
2. Meet and greet at the door. 'Ready, Respectful, Safe' displayed and taught.
3. We will not shout at learners. Praise publicly and reprimand privately!
4. Disruptive learners will be calmly and slowly stepped through sanction steps, through use of YOYO-B Action Alphabet
5. We will personally follow up every time and engage in reflective dialogue with learners.

Appendix B

Values

We have three school values that we constantly reinforce

- ❖ Ready
- ❖ Respectful

❖ Safe

Appendix C

30 Second Intervention to be used by adults in the school (*suggested script*)

Non-threatening, on their level and by their side:

I've noticed...

I need you to...

You have chosen...

Do you remember...

That is the behaviour I need to see today...

Thank you for...

Appendix D

TOP TIPS FOR ADULTS TO SUPPORT GOOD BEHAVIOUR OF PUPILS

Be ready for the pupils each day - lessons beginning on time with necessary resources prepared in advance

Achieve readiness for learning quickly and effectively

Be relaxed and controlled when conversing with pupils

Promote the use of words - please, thank you, excuse me, sorry

Avoid confrontational behaviour in the classroom

Focus on the 'Positive' aspects rather than the 'Negatives'

Ensure that there are consistent distinctions between 'Minor' and 'Major' incidents

Be realistic with sanctions and see them through completely

Involve parents and carers and encourage them to take a greater direct responsibility for their children's behaviour

Set realistic, attainable targets for each child, and celebrate their efforts and success

Appendix E

CONDUCT AROUND THE SCHOOL

The way in which pupils conduct themselves and demonstrate values, both around the school and outside in the community, is one of the best examples of respectful behaviour.

Pupils are encouraged to respond to greetings in appropriate ways and to be respectful in their dialogue with all adults and peers.

School Uniform is encouraged and supports learners to relate to the sense of belonging and the identity of pupils within Prendergast School.

Pupils are encouraged to be ready for all lessons and to be well organised with regards to resources.

Pupils are encouraged to walk around the building quietly and to be ready to open doors and standing back to let adults pass and helping to carry things.

Pupils are encouraged to keep to the left when leaving the hall and classrooms at the end of lesson times.

Pupils are expected to behave appropriately when visiting places of interest or attending services or concerts.

Pupils should show respect for the values of the school and show due regard to Health & Safety practices and should adhere to them appropriately.