



Rhayader Primary School Positive Behaviour Policy



Our School: What we want it to be like.

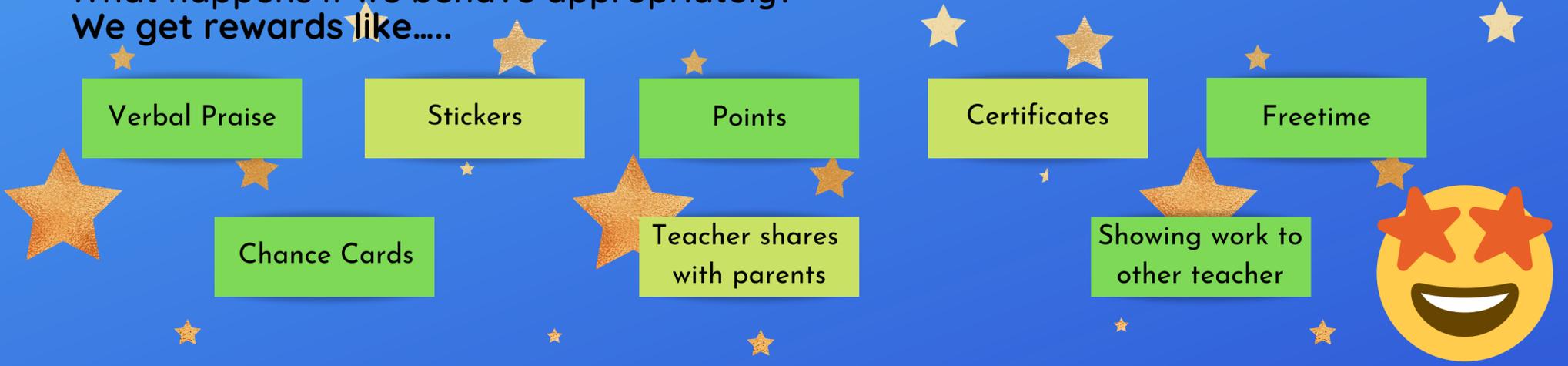
Our school is a happy school where respect is very important. It is a school where we celebrate that we are all very different and are proud of our differences. In our school we believe that 'Everyone Matters' 'Mae pawb yn cyfri'. Our school is working towards the National Nurturing Schools Award and the 6 principles of nurture are central to our ethos. We want everyone to behave in a friendly and respectful way with no bullying. Everyone in our school is equal and should be treated equally. This doesn't mean that we treat everybody the same. We expect the same high standards of behaviour from each pupil, whilst understanding that pupils may need different levels of support to achieve this.

How we should behave and why?

We should behave in a respectful and appropriate way. This means we should be friendly and kind to everyone. We should have pride in our learning and should try hard to make the right choices, always to do our best to respect each other, their views and opinions, our property, ourselves and our learning environment. Our school will use the SEAL programme to support our pupils to be able to identify, understand and share their feelings.

What happens if we behave appropriately?

We get rewards like.....



Some behaviour is not acceptable

For example..

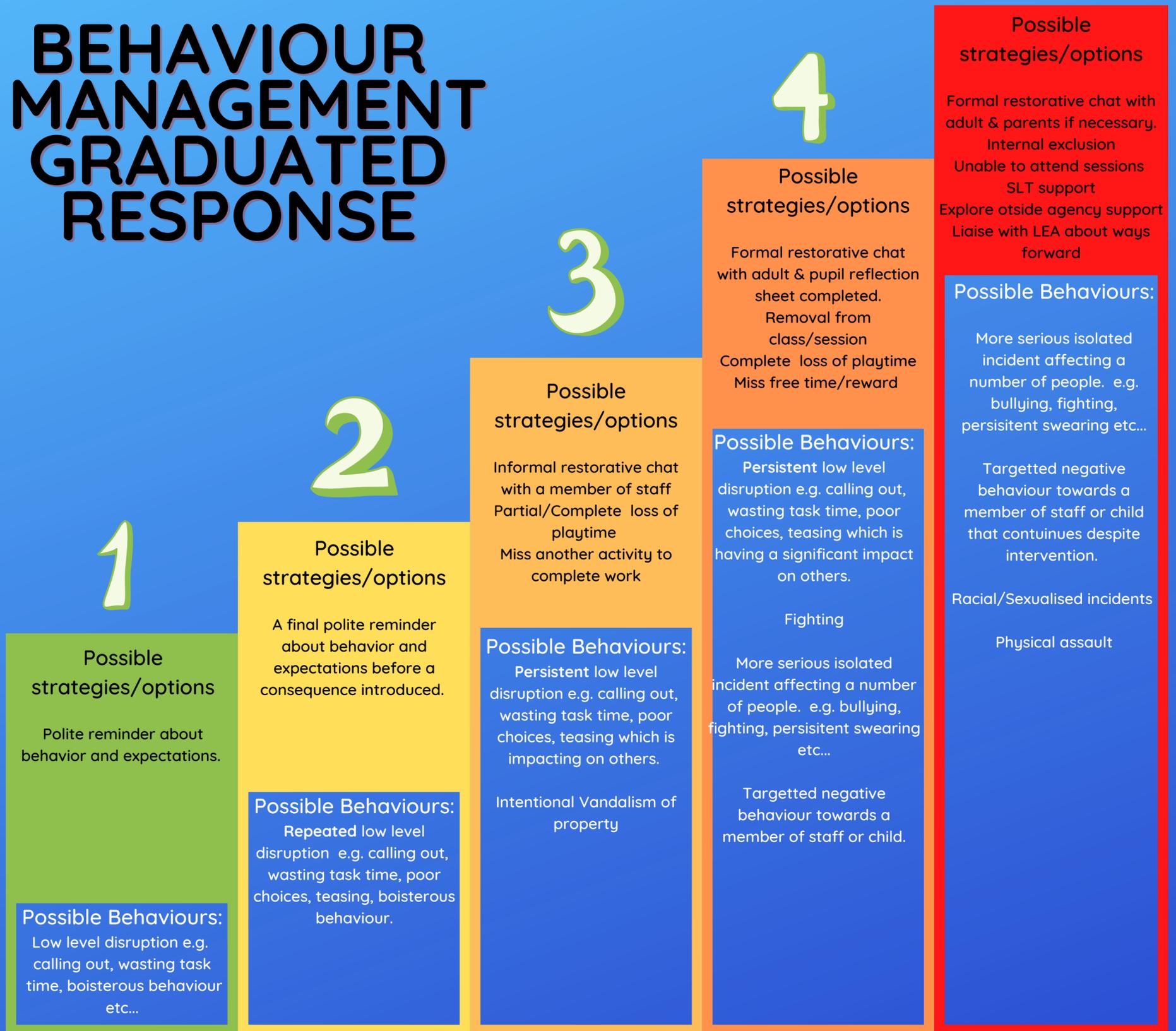


There will be a **5** step process to manage behaviour effectively

For one of the following actions, behaviour management can be moved directly to stage 4 or 5:

Being deceitful Swearing Racist/Sexist name calling Fighting Spitting Deliberate disobedience Bullying Threatening behaviour

BEHAVIOUR MANAGEMENT GRADUATED RESPONSE



How school staff will approach conflict.

All staff working within our school use active listening when dealing with a conflict. This enables them to draw out more from those involved. The restorative approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. Staff will use the following questions during restorative conversations.

- 1** **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- 2** **What were you thinking when it happened??** What each person was thinking and feeling at the time
- 3** **What do you think now?** What you are thinking/feeling now
- 4** **What needs to happen to put things right?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in the process but try to ensure the pupils form their own agreement when possible. The children can refer to behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.
- 5** **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families