



Llanedeyrn
Primary School

Positive Behaviour Management – #TheLlanWay

Here at Llanedeyrn Primary School, we believe that positively managing behaviour is everyone's responsibility, and therefore, everyone is involved in developing positive relationships between children and adults, underpinned by our 5 Core Values.

5 Core Values

Be Respectful
Be Responsible
Be Learners
Be Safe
Be Outstanding

Why is positive behaviour management important?

Positive behaviour management is crucial to learning. Positive behaviour management for pupils refers to all initiatives that our School, teachers and Learning Support Assistants undertake to provide activities that constitute meaningful learning experiences including the management of spaces, materials, times and grouping, and that may affect pupil behaviours.

Positive behaviour management produces a healthy and inspiring school and classroom climate. It promotes pupil engagement and cooperative learning. It develops the social-emotional aspects of learning that are crucial within our School Community.

Positive Behaviour Protocols – see fuller Positive Behaviour Protocols for more information

Step 1

Teachers, Learning Support Assistants, Midday Supervisors and Additional School Staff – **Positive Relationships and Strategies**

Step 1a

Teachers, Learning Support Assistants, Midday Supervisors and Additional School Staff - **Recording Inappropriate Behaviours**

Step 2

Learning Leaders, ALNCO and D&IS Leader

Step 3

Headteacher and Deputy Headteacher

Universal Support	Targeted Support	Specialist Support
<p>We ensure that the following are in place in each class:</p> <ul style="list-style-type: none"> ▪ a meaningful relationship between pupils and adults; ▪ clear and consistent expectations in the classroom for all stakeholders; ▪ everyone in the classroom is involved in setting the class celebrations and systems; ▪ a clear Classroom Management system that enables the child to develop independence; ▪ using and displaying our Core Values at every opportunity; ▪ always doing what we say that we are going to do; ▪ setting a positive tone and modelling an appropriate response, even if it means taking a few moments to compose ourselves and stay calm; ▪ setting a system where we can take time to think about the next steps rather than deal with it there and then; ▪ treating all students respectfully and politely; 	<ul style="list-style-type: none"> ▪ Organise and monitor a Lunchtime Nurture Provision Group with set Staffing and trained Mentors; ▪ Monitor and organise time out of class after liaison with the Learning Leaders to develop collaborative skills or enhance movement breaks; ▪ Meet with Pupils, Staff and Parents and Carers and assess for Motional programmes with ALNCO; ▪ Meet with Parents and Carers when appropriate regarding incidents; ▪ Reintegration Meetings with pupil, parents and carers, and HT, DHT or Senior Leader; ▪ Working with Tîm Gwella Ysgol so that children’s voices are heard across the School as well as in class. 	<ul style="list-style-type: none"> ▪ Liaise with the external agencies, including the Emotional Health and Well-being Team, and services in liaison with the HT, DHT and ALNCO; ▪ Identify trained staff to work with identified and funded pupils; ▪ Ensure that the reduction of Pupil Exclusions through support from the Emotional Health and Well-being Team; ▪ Off site education such as Chapter Arts and Cardiff Riding School.

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| <ul style="list-style-type: none">▪ choosing different children to do jobs rather than relying on the same ones;▪ knowing our pupils – cultural differences might mean that a pupil who is not giving eye contact is being respectful in their culture;▪ arranging a system where pupils know that you will speak to them privately about an issue rather than in public;▪ lunchtime staff report issues to the Class Teachers;▪ leaving clear guidance for Other Staff within an agreed format. | | |
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