



Llanedeyrn
Primary School

Positive Behaviour Protocols

#TheLlanWay

A - Before seeking advice and support from the Learning Leader, please ensure that the following are in place:

- Build a meaningful relationship with your pupils;
- Be clear and consistent about your expectations in the classroom to all stakeholders;
- Have a clear Classroom Management system that enables the child to develop independence;
- Use and display the Core Values at every opportunity;
- Always do what you say you are going to do;
- Try to set a positive tone and model an appropriate response, even if it means you must take a few moments to compose yourself and stay calm;
- Set a system where you can take time to think about the next steps rather than deal with it there and then;
- Treat all students respectfully and politely. Try to choose different children to do jobs rather than rely on the same ones;
- Know your pupils – cultural differences might mean that a pupil who is not giving eye contact is being respectful in their culture;
- Arrange 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;
- Leave clear guidance for Other Staff within an agreed format.

B - Before seeking advice and support from the Learning Leader, please try the following:

- Give a timely clear reminder of our School's Core Values and explain concisely what you want to see. Encourage the child to look at someone who is exhibiting those Values so that they are being role modelled to the child;
- Move the child to sit next to someone else;
- Spend some time working with the child to get them back on track;
- Use the Class Positive Behavioural System and School's Core Value Language;
- Pair the child up with a friend who is a good role model;
- Keep the child in at break time or lunch time to complete work if missed because of behaviour;
- Deal with small infractions yourself otherwise you will have nowhere to go if things become larger;
- Ignore or minimise minor problems instead of disrupting the class. A glance, a directed question, or your proximity may be enough to stop misbehaviour;
- Make sure pupils understand that it's their misbehaviour that you dislike, not them - *"I like you, Jason. Right now, your behaviour is unacceptable."*
- Give the misbehaving pupil a chance to respond positively by explaining not only what he or she is doing wrong, but also what he or she can do to correct it;
- Avoid win-lose conflicts. Emphasise problem-solving instead of consequence and link everything to the Core Values;
- Insist that the child accepts responsibility for their behaviour when they are ready to talk and help them to restore relationships;
- Try to remain courteous and caring in the face of hostility or anger;
- Be an attentive listener. Use the Health and Well-being Scheme and Motional to provide sessions where the pupils can discuss issues and to actively teach pupils how to listen, share, be kind, etc;
- Specifically describe the behaviour and why it is unacceptable when you are debriefing with the pupil;
- Discourage cliques and arrange groupings so that pupils have a chance to work with lots of children;
- State reprimands quickly so that they do not disrupt the rest of the class and ensure that all consequences are completed;
- Speak to Parents and Carers to keep them informed.

Step 1a – Class Teachers, Learning Support Assistants, Midday Supervisors and Additional School Staff
Recording Inappropriate Behaviours

C - While you are trying the above strategies, you will need to:

- Note the behaviours stating when, where and what to see if this gives an idea of why;
- Discuss with Parents and Carers to find out as much information as you can that might help with working in partnership together;
- Check the pupil's IDP, One Page Profile (currently for all statemented pupils and soon for all on School Action Plus), PSP and Risk Assessment if appropriate to ensure that everything in there is correct and up to date;
- Use the pupil's Mentor if they have one;
- Check what they are doing at lunchtimes/breaktimes and support the child if they are finding these difficult – break buddy / small job to do / responsible for a ball;
- Use the 'What, When, Where' form for pupils to record the incident themselves - Appendix A;
- Record on SIMS if the situation is not improving.

SIMS Recording

- If a child has been involved in a minor infraction then this does not need to be recorded on SIMS unless you notice that there are quite a few infractions that are disruptive but could be missed because they are minor;
- If a child is involved in any incident that involves a group of children then they should all be logged on My Concern under behaviour or bullying or whichever aspect it fits. It may be more than one;
- If a child is involved in an incident that is significant then it should be logged;
- If it needs additional intervention then you need to notify either the ALNCO, Learning Leader or DHT before the HT;
- Once a child has a number of logged incidents then the Learning Leader and ALNCO will become involved in the process unless the incidents are very serious;
- Failure to record such incidents may lead to the implementation of a supportive process for all involved being delayed.

Step 2 – Learning Leaders, ALNCO and D&IS Leader

Once the strategies and systems in Step 1 have been followed and completed the staff below will become involved as outlined below.

Learning Leaders will:

- Monitor the use of the Individual Development Plan (IDP), One Page Profile and / or Pastoral Support Plan (PSP), Risk Assessment and incidents on My Concern;
- Meet with Parents and Carers to agree the next steps;
- Assign a Mentor if appropriate;
- Monitor and organise time out of class to develop collaborative skills;
- Lead Reintegration Meetings;
- Report significant incidents to HT / DHT and liaise with the ALNCO for next steps.

The ALNCO will then:

- Monitor the use of the IDP, One Page Profile and / or PSP, and Risk Assessment, and incidents on My Concern;
- Meet with Parents and Carers to begin the process of internal support and external referrals;
- Lead Reintegration Meetings;
- Assess the pupil through the use of Motional and ensure that the programme is set up within the classroom and / or small group and / or small class;
- Assign the pupil to an ELSA session – or the waiting list, where appropriate;
- Complete paperwork through liaising with Staff and Parents and Carers;
- Liaise with external agencies to ensure effective support.

The D&IS Leader will:

- Ensure that My Concern recording is accessible to relevant staff;
- Provide reports outlining data trends in behaviours so that a plan can be formulated to teach and support within these aspects.

Step 3 – Headteacher and Deputy Headteacher

Once the strategies and systems in Step 2 have been followed and completed then the Deputy Headteacher, Headteacher and Governors will become involved as outlined below.

The Deputy Headteacher will:

- Monitor and organise time out of class to develop collaborative skills or enhance movement breaks after liaison with the Learning Leaders;
- Meet with Pupils, Staff and Parents and Carers and assess for Motional programmes or ELSA with ALNCO;
- Meet with Parents and Carers when appropriate regarding incidents;
- Lead Reintegration Meetings – Appendix B.

The Headteacher will:

- Monitor the above programme through My Concern reporting;
- Meet with Parents and Carers when appropriate regarding incidents;
- Lead Reintegration Meetings – Appendix B;
- Liaise with the external agencies, including the Emotional Health and Well-being Team, and services in liaison with the HT, DHT and ALNCO;
- Aim to ensure the reduction of Pupil Exclusions through support from the Emotional Health and Well-being Team;
- Agree Off-site education when necessary;
- Identify trained staff to work with identified and funded pupils;
- Ensure that the reduction of Pupil Exclusions is a priority.

The Governing Body will:

- Monitor through Health and Well-being Reports and through the Link Governor Reports;
- Monitor the number of exclusions and the reasons for them;
- Monitor the Well-being of Pupils and Staff.

Consequences and Restoration at Step 1 and 1a undertaken by *Teachers, Learning Support Assistants, Midday Supervisors and Additional School Staff*:

- Moving to a different seat / missing a break time / missing part of a lunchtime / tidying part of the classroom or surrounding area / writing a note of apology / taking part in a litter pick / helping a younger child / Restoration Meeting / positive payback to the Class Community or other group / undertaking a job or a responsibility / creating something to improve an aspect of our School / adults in Step 1 to speak to Parents and Carers.

Consequences and Restoration at Step 2 undertaken by *Learning Leaders, ALNCO and D&IS Leader*:

- Moved to a different Phase / helping a member of staff for a longer period of time / missing more than one break time to work with a member of staff / off the playground for a specified time / time out of class in the same year group / assigned a mentor / lose a privilege / positive payback to the wider community / adults in Step 2 to speak to Parents and Carers.

Consequences and Restoration at Step 3 undertaken by *Headteacher and Deputy Headteacher*:


- positive payback to the local community / exclusion / referral to external agency / adults in Step 3 to speak to Parents and Carers.

These are not exhaustive lists and may be amended / used / added to at the discretion of the Headteacher.

Risk Assessments / Evolve / PHPs:

All pupils will be subjected to a risk assessment for the purposes of an off-site activity through the Evolve form. This will be signed off by the Headteacher. PHPs will be written with the Emotional and Well-being Specialist Teacher and will be signed by School and Parents and Carers

Appendix A

 Llanedeyrn Primary School		What, When and Where?
Name of Pupil:	Date:	
What happened?		
When did this take place?		
Where did this happen?		
Who was involved?		
What did they do?		
Have you spoken to anyone about this? If so, what was their response?		
Have there been any previous incidents of this nature?		
Name of Staff Member:		

Appendix B



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Reintegration Form

The purpose of completing this Reintegration Form is to address the behaviour which has occurred and resulted in an exclusion from School. It allows the School, the pupil and the parent/s and carer/s to identify ways in which the pupil can be further supported in order to avoid a repeat incident.

Name of Pupil:	
Date:	
Attendees:	
Brief detail of incident which resulted in exclusion:	
Agreed Actions:	
Additional notes:	
Signed by Pupil:	
Signed by Parent:	
Signed by School Staff:	