



# Gladstone Primary School

'Together Everyone Achieves More'

'TEAM'

## Promoting Positive Behaviour and Self Esteem

We are in the process of developing a relationships policy through consultation with 'When the Adults Change, Everything Changes'. The main messages we will be developing across the year are based on the following:

- Consistent, calm adult behaviour
- First Attention to best Conduct
- Relentless Routines
- Circles and the use of relationships focused teaching to help children understand how to deal with situations.
- Use of restorative language / questions
- Staged responses, restorative meetings and outcome agreements.

In Gladstone Primary school we aim to-

1. Promote a standard of behaviour which is socially acceptable in school and in the wider community.
2. Establish a concern for others and to promote a tolerance and understanding in both the staff and pupils.
3. Develop feelings of self-worth so all children feel valued.
4. Develop self-discipline and mutual respect.
5. Develop a respect for the property of others.
6. Encourage care for the school environment.

## **School Rules**

These rules are based on moral values and underpin the aims of the school; they are the explicit behaviours that show respect and caring for each other.

Be ready.  
Be respectful.  
Be Safe.

There are other expectations the school has for children and these are outlined in the prospectus. They include:

Walking at all times unless involved in a game at break time in the appropriate place.  
Wearing appropriate school uniform, no jewellery except ear studs.  
Bringing correct clothing for PE/Forest Schools.  
Arriving on time or with a note explaining lateness.

Playground and dinner hall rules are seen as the same as the school rules. Indeed, we believe that the same rules must be applied throughout the school, so that a consistent approach is achieved.

The rules will be displayed throughout the school and in each classroom.

## **Encouraging Good Behaviour**

At Gladstone Primary we believe that the role of the staff in promoting good behaviour is pivotal and that we are all role models for the behaviour we seek in this school. We are aware of the 'hidden' messages that can be sent to children through the lack of consistency in policy.

We strive to reward good effort in academic work as often as possible and equally we reward social achievements too; e.g.

Excellent listening  
Gentle manners  
Playing well with others  
Helping others  
Showing politeness  
Sitting calmly  
Noticing positive things in others etc.

Other ways we try to encourage good behaviour are through the use of praise and a system of rewards:

**Praise:** As a general rule, adults should try to give at least twice as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The question we should ask ourselves should be does our praise identify the nature of the good behaviour and reward the pupil usefully for his/her achievement? The idea of what is appropriate school behaviour is not automatically learned and therefore staff must help to show children what is acceptable.

Each class has Class Dojo. The purpose of this is to recognise and identify to all, the positive behaviour we want people to see. This is one of the ways we address first attention to best conduct. It is important that children recognise that getting a dojo is a big deal and happens for behaviours that are noticed by the whole school community.

### **Rewards**

As well as individual rewards from teachers such as stickers, certificates, public praise and the reading out of work we have 2 main reward systems; a celebration assembly and Class dojo

### **Celebration Assembly**

Held every Friday, this is a time to celebrate achievement in all areas of school life. There are teacher awards for different reasons, all based around the school rules and values of the month. A certificate showing the achievement of the pupil goes home to parents.

### **Dojo House Points**

It is important to note that the points can be given out with a sticker as well, this is especially important for younger children who need to see the reward and also for the benefit of parents.

Each pupil is linked to a House consisting of one of the 4 Rugby regions, Ospreys, Blues, Scarlets and Dragons.

The points are given at Eisteddfod and Sports Day. These are collated at the end of the school year and a winning house is announced.

## **Tocynnau**

Each class keeps a jar for whole class rewards for initiating Welsh conversation around the school both with staff and other pupils. It is a way of rewarding everyone and allows the children to focus on collecting marbles/pom poms for developing their Welsh language skills. When the jar is full, the class gets to engage in an educational activity of their choice (sports, art, cooking). Although these are already part of the curriculum, they are normally more specific to the topic studied and Breadth of Studies. This allows the children the chance to do what they want, free from a topic.

### **Message on Seesaw**

When a child has been performing above and beyond the teacher may feel it time to send a special note home. The message on Seesaw is intended to be a surprise to both parent and child. It will explain what the child has been doing so well. The attention is that these are given out quite sparingly. Definitely no more than 1 a week and there is no obligation to do this.

### **Bullying - see separate Anti Bullying Policy However, briefly our view is...**

At Gladstone Primary we do not believe that children are 'bullies', but someone who is bullying. Bullying is a behaviour and with the right teaching, both in school and at home, can be prevented from re occurring. It is important to identify bullying correctly and here we have three set guidelines.

- It is ongoing and repeated
- It is deliberate and intentional
- There is a power difference (greater strength, numbers, status or influence) between the person/people carrying out the bullying and the person experiencing it.

These help us to distinguish if bullying is occurring or whether it is children simply "falling out" and being hurtful to one another.

Any reports of bullying, by pupils or parents, should be logged by the class teacher and reported to a member of the senior team. The actions of those pupils involved should be monitored and any further incidents logged. It is important that any members of staff who work with or supervise the pupils are informed. This includes other teaching staff, LSAs and Midday Supervisors.

### **General Points**

We discourage the punishment of whole groups of children and encourage flexibility in the application of the sanctions to suit individual circumstances. It is important for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions. This is why they must be used consistently with all children.

Some children have individual behaviour plans and as such may have a different set of rewards and time frames to work towards. It is important that all staff know about these systems so they can react accordingly.

There will be problems with the enforcement of any set of rules and inevitably, children will respond differently to different people. Consistency is the key and a unified approach is needed. It is seen as vital that children take more responsibility for their own actions and need to be made to understand the extent of them and how to improve.

All members of staff are equally responsible for upholding this policy and must carry out the rewards and sanctions in the way they are explained here. All staff must deal with behaviour and be mindful of the hidden messages of sending the child to other members of staff to deal with them.

There may be times when high risk situations need to be defused by removing individual children from areas of conflict, e.g. playground. They must be made aware that this is not a punishment but an action to prevent problems.

### **Break Times**

These are often the times when inappropriate behaviours occur. Our approach is to engage the children in a series of activities monitored by the teachers on duty, LSAs and MDS to encourage safe, fun game playing

opportunities for everyone. It is hoped that by engaging the children in activities, there is less opportunity for children to involve themselves in inappropriate behaviour.

### **Involvement of all**

To uphold this policy and make sure all stakeholders feel valued and involved, there is a home school contract which is signed when a pupil joins the school. This outlines the school's, parent's and child's rights and responsibilities, as well as informing them of the expectations of each stakeholder.

This policy is reviewed annually to reflect the practice of the school and behaviour of the children.

Date of next review: Spring 2024