

Article 28: You have the right to a good quality education. You should be encouraged to go to the highest level you can.

Article 29: Your education should help you develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Blaenymaes Primary School



Promoting Positive Behaviour Policy

Reviewed September 2024

It is an aim in Blaenymaes Primary that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed, to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It is based on the Rights of the Child and by using a Restorative Practice approach.

Each class has a class charter based on the UN Rights of the Child, which is designed by the pupils. It is a means of promoting good relationships so we can work together with the common purpose of helping everyone to learn.

The school rewards good behaviour using the class dojo and Rhodri behaviour system, as it believes that this will develop an ethos of kindness, respect and cooperation.

Rhodri Behaviour system

The School council worked with stakeholders to create the Rhodri behaviour system.

From Reception to Year 6 each class room has the four coloured Rhodri's (Rights Respecting School mascot) on display, where all children's pegs/names will be placed around the green Rhodri to begin each session of the day e.g before play, after morning play and after lunch.



If a child moves to the **Purple Rhodri** it is because they have done something of the purple criteria below. Their name will be put into the class purple pot, and every Friday, the purple pot names are entered into a prize draw with the Head teacher.

Positive

Resourceful

Determination

Improvements

Reflective

effort



Green - Every child begins the lesson on Green for Growth and ready.

Each pupil starts on green for each session. Helpwr heddiw's to move pegs / names back to green before each session. Expectation for staying on green is listening carefully, following classroom routine, which will have been discussed and decided by the pupils in the class. They can receive class dojo points for remaining on green for the session.



Pink - Time to think.

If a child is disruptive in class or refusing to work, the teacher/ TA will calmly support them. If behaviour continues, the pupil will be moved to pink for time to think. The Teacher and TA's will use behaviour strategies in class to support the child, remembering that children may need different approaches during think pink time to be able to calm and return to work. If needed, the pupil can go to a quiet place to finish a piece of work etc. Parents / carers will be notified of a pupil moving to pink if it becomes a regular occurrence.

If the behavior is particularly behavior or violent, the pupil will be fast tracked to Grey for their own safety and the safety of the other children.



Grey - time to calm and reflect. If the behavior strategies don't support the pupil to change their behavior and they continue to disrupt their own learning and learning of others, they will be moved to grey. Children then need to leave class and go to Rhodri's Rainbow Room for the remainder of the session, completing a restorative form as necessary. Parents will be informed if pupil is moved to grey and

told where to collect their child at the end of the day (if pupil is collected). If a pupil refuses to leave the classroom and continues to be disruptive, then it may be necessary to contact parents to collect the pupil from school. This will, however, result in a fixed term exclusion and this is a last resort strategy in our school.

If a pupil is on grey and sent to Rhodri's Rainbow room totaling five days in a half term, a fixed term exclusion may be put in place following discussion with parents / carers.

If behaviour challenges are not resolved, the next step would be a Pastoral Support Program (PSP) being put in place.

Further guidance on exclusions can be found on the following link:

<https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

In order to continually promote positive behavior, all staff use class dojo to give positive praise and keep parents up to date. This is also reflected in our Seren y Wythnos assembly on a Friday where pupils who have the most dojos, have achieved purple dojos or have particularly shone in achieving a four purpose receive a Head Teacher award in assembly.

"Be kind, be respectful, work hard and have a fun and happy classroom." Rights Respecting Ambassadors.

Article 28 - We all have the right to a good education.