



**Sofrydd**  
Primary School  
Ysgol Gynradd  
**Swffryd**

## **Positive Behaviour and Relationships Policy**

### **Aim**







**To foster a positive learning environment where all members of the Sofrydd community feel safe, respected, happy and ready to learn.**

### **Rationale**







The importance of encouraging positive patterns in our children cannot be overstated. It underpins the ethos of our school and is essential in promoting learning. Positive behaviour ensures the safety of the learners in our care and the excellent welcome felt by all visitors. Good behaviour is fundamental for the smooth running of our school.

A consistent approach to rewards and consequences will provide our learners with clear, high expectations in all aspects of school life.

### **Objectives of our behaviour management strategies**

-  To provide a happy environment in which children feel secure.
-  To provide stability for each child as boundaries are clear and expectations of good behaviour are consistently high.
-  To provide a calm environment conducive to effective learning.
-  To provide an environment where positive thoughts towards others are encouraged.
-  To provide an environment where praise is given by staff and pupils; where achievements are celebrated.
-  To provide an environment where each child is positively involved in encouraging others to work towards excellence.

## We will

-  Create a class charter with contributions from the whole class, with an emphasis on positive language. All children make their mark on the class charter.
-  Display the class charter in class and revisit weekly to reiterate high expectations.
-  Rewards and Consequences posters displayed in all learning spaces.
-  Work progressively through rewards and consequences
-  Introduce a restorative approach through Reflective Time
-  When a child returns from a buddy class we will hold a restorative conversation with them to start afresh

At Sofrydd Primary School we have a **School Code** we use to celebrate our Sofrydd Stars. Developed with all stakeholders to be:

*Ready, Respectful, Responsible.*

### **We will be Ready**

We are ready to listen to learn and to do our best.  
We are ready to work hard to be the best we can be.

### **We will Respectful**

We will respect **ALL** members of our school. We will respect our school and its property. We will always show good manners.

### **We will be Responsible**






We will be responsible by being **kind** to others, be honest and truthful.

## Rewards and Consequences

It is our aim at Sofrydd Primary School to develop a caring community where children treat each other with compassion and respect. We emphasise the importance of good relationships to establish an ethos and atmosphere of positive behaviour. It is the right of every child to attend school in a safe and secure environment.






### Rewards

To encourage good behaviour and attendance, children are given Class Dojos throughout the day by any member of staff.

-  Praise and a Thumbs Up
-  Class dojos for excellent listening, good behaviour during the school day
-  Class dojos for walking sensibly around the building, good behaviour in assembly, kindness to others, helpfulness, good manners and good behaviour off site
-  Good News message home
-  Seren yr Wythnos in Celebration Assembly

### Consequences

It is vital that a fair and consistent approach to dealing with behaviour is understood and used by everyone. We adopt a phased approach when dealing with unacceptable behaviour; ensuring children are given every opportunity to follow our School Code.

-  Reminder of our School Code
-  A move within the classroom
-  Buddy Class
-  Break time 5
-  Reflection Time



Sofrydd Primary School

Creating a safe, positive learning environment  
for everyone!

## REWARDS AND CONSEQUENCES

### REWARDS

- 1 Smile, thumbs up!
- 2 Praise - well done!
- 3 Dojo point!
- 4 10 Dojos - prize!
- 5 Message home!
- 6 Seren yr Wythnos!







### CONSEQUENCES

- 1 The 'look'
- 2 Rule reminder
- 3 Moved in class
- 4 Buddy class
- 5 Break-time 5
- 6 Reflection time

## **Celebration Assembly**

Each Friday the school celebrates achievement, effort and good behaviour in our '**Celebration**' assembly.

Weekly Awards include:







-  Dojo Class winner of the week
-  Four Purpose Dragon award
-  Mathsletics certificate
-  Sporting awards
-  Class Attendance awards
-  Headteacher/ Deputy Headteacher award

## **The role of non-teaching staff**

These include all teaching assistants, midday supervisors, breakfast club, canteen staff, clerks and caretaker. All non-teaching staff are aware of this policy and are part of the behaviour strategy for all pupils.

## **The role of Lunchtime supervisors**

Lunchtime supervisors focus on positive behaviours and give praise, stickers and Dojo points for

-  Following our School Code
-  Walking into line/school
-  Collecting dinner with good manners
-  Sensible behaviour at table
-  Appropriate play
-  Good listening

## **Communication and Parental Partnership**







We give a high priority to attempting to establish close communication between school and home and ensuring a positive partnership with parents and carers. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage.

Parental support and co-operation are important, and any approach should reflect the importance of their partnership role. Their involvement in any plan will be vital to its success.

Parents are given a Home School Agreement at the beginning of each year, which they, the pupil and the school sign. This agreement addresses behaviour and once signed; parents have agreed to support the principles of our policy.

## **Implementation, Monitoring and Evaluation**

This is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved by a variety of ways and include:

-  Monitoring the Celebration Assembly and awards given.
-  Discussion with all staff on behaviour
-  Regular observation of classrooms and playgrounds.
-  Monitoring of any recorded incidents.
-  Annual reviewing of standards when considering priorities for the School Development Plan.
-  Monitoring cases of absenteeism/exclusion figures.

The links between this policy and Health and Well-Being are evident. Some of the topics we cover in Health and Well-Being lend themselves to a discussion of relationships and behaviour and how others and we are impacted by the decisions, we make.

Our approach to behaviour management and relationships at Sofrydd Primary School is to enable children to fulfil their role as responsible citizens now and in the future by developing skills of persistence, independence, discipline and collaboration. We are committed to developing a learning community, which inspires and challenges children to do their best, to develop confidence and to make positive choices in a changing world. Our school is happy, safe, creative and exciting school that values and respects one another.

### **Availability of Policy**

The policy is available for viewing on request at the school and on our website.